

Break

As she is writ

An admirable campaign magazine called *Plain English* was launched last week. In style and content it exemplifies the plain language and clear design in forms, leaflets and consumer contracts that the campaign is fighting for.

Plain English is edited from Salford by the campaign organizers, Chrissy Maher and Martin Curtis, who first started working together in 1974 on *Liverpool News*, a newspaper for people with reading difficulties. Martin, its first editor, was a student at Liverpool University at the time; Chrissy, who didn't learn to read and write until she was about 17, had by the age of 26 started writing for community newspapers.

She felt strongly about people, like many of her own family and friends, who had difficulty in reading, and the consequent battle to get forms and leaflets written more clearly for their benefit. She had already spilled more time and energy on this purpose. They are holding meetings, setting up a Form Factory, lobbying lawyers and politicians. "This word-bounding business," said Martin, in the only bit of jargon often allowed himself in conversation, "makes you feel out of your depth." Word-bounding, he explained, is a certain use of words understood by only three people out of four.

Since education is very much in the word-bounding business, it was quite surprising to find that "Plain English" scarcely scratches the surface of the classroom situation. "I have a quite a lot of educational jargon about it," says Chrissy, "mostly in official forms about things like clothing and school meals. But we haven't been sent many examples yet. I'm afraid."

Pressed further, Martin did remember one example of unplain English sent to him, dug into his files, and found in his little embarrassment that it came from *The Times Educational Supplement*.

A lecturer in the education department at St. Edmund's University had sent examples of good and bad English expressions from an area which really suffers from poor education, "that he sees before his eyes."

The good example came from a 15-year-old boy who had been sent to school after school age with grade 3 CSE and two grade 4s, "in a hardware shop."

This poem I think should be given to parents and the people who seem to have forgotten what

youth is, and who do not see the young as an equal. . . . The poet Veronique Stenhouse's honesty in life in many of his poems. In this poem, he shows that if you wish to be respected, you have to respect those whose respect you wish to gain.

The but, or TES, example was in a review of Lawrence Stenhouse's *Introduction to Curriculum Research and Development*, and it may be kinder just to wretch a sentence or two from the lengthy tangle quoted in *Shedfield*. But even the book's situational perspective is oddly geographical as well as intellectual.

The paper blessing *urbis et orbi* works better for Rome than for Norwich, Carrow Road notwithstanding.

Word-bounding indeed (though some clues to help crack the code may be found in the story below).

Any further examples, educational or otherwise, should be sent to *Plain English* at 78 Wiltshire Street, Salford M7 0BD. You could also send a cheque for £2 if you want to subscribe to the first four editions.

Remember Nartar?

Whatever happened to Nartar? Faithful readers of this column will remember them, and their provenance. They—the National Association for Race Relations Teaching and Action—were one result of the long saga, going back to the old days of the Stenhouse Humanities Curriculum Project, of the Schools Council's nervous handling of race relations teaching. Stenhouse, backed partly by the Gulbenkian Foundation, ran other research projects into teaching about race from his Centre for Applied Research in Education (CARE) at East Anglia university. The teachers involved there formed Nartar, to disseminate their collective experience.

That was in January, 1976. The teachers did their best to supply articles and speakers at conferences. Their efforts to launch a small one in 1977, but it became clear that, without training materials to give a focus, conferences did not teach beyond subjective views and exchanges.

So they went underground to produce books and materials. Ward Lock were interested in books, and the books were written, then rewritten to fit the publisher's view of what teachers wanted. But in July this year Ward Lock decided not to go ahead, partly because of "a significant change in the educational climate."

However, helped by a £3,000 grant from Gulbenkian for a researcher, Nartar have collected many transcripts of discussions by pupils and teachers from the original research in 1974. Intended for in-service training, *Teaching about Race Relations* is available from CARE, University of East Anglia, Norwich NR4 7TJ, price £4.50 (including postage). When the research started, the tapes, made in 1974, were already disintegrating.



Don't worry, it's the fall in school numbers' score. They count it twice a day.

Too busy cutting

Ethnic arts in schools also seem to have hit a colder climate. At a time when they were thought to be riding high as a trendy specialism, a national conference on ethnic arts has just been cancelled for lack of interest. A one day seminar was originally planned for last Friday by the Gulbenkian Foundation, the Arts Council and the Commission for Racial Equality, and brochures were sent out to many hundreds of artists and educators. The artists' associations, however, were not interested, and the teachers they already know to be interested, but the silence from the local education authorities was, it seems, damning. Faced with the prospect of yet another session of the converted presiding to one another, the coordinators have decided to postpone the exercise until next year.

So what happened to commitment? Many of this I.A.A. policy makers the organizers had hoped to attract—the advisers and administrators—wrote to say they were too busy attending committee meetings about the cuts to spend a day talking about ethnic arts.

Mr Puffin

"Follow that" must have been an almost audible cry in the children's book world as Kaye Webb retired recently after 18 years as chief editor of Puffin books. Her mantle has fallen on Tony Lacey, and, at 31, he is quietly undermanned at the head of him. He has several advantages. For one thing, he is as strange as the Penguin organization, having been managing editor of *Penguin Education* until he joined in 1974 and changed his name to Kaye Webb. He has a trusted period title, which was *TES* Information Book Award winner *Window into a Night* (1975), *Street Flowers* (1977) and *Tournaments* (1978). He will lead to establish the hard-core children's book list for

Granada Publishing barely a year ago. And, most important, he is confident that Kaye Webb has handed over to him unequivocally. "She's left me an extremely good list for 1980."

It contains two Whitbread winners by Philippa Pearce and Peter Dickinson's *Twice* as well as some outstanding picture books and a new series of readers by the Ahlbergs called *Happo Families*. During his last three months at Granada Tony Lacey met Kaye Webb regularly to discuss the list and, one full week into his new job, seems to have Puffin plans at his fingertips.

There will be changes, of course. Peacock, the Penguin imprint for adolescents, has never really established its identity, partly because "booksellers don't know where to put them", partly because there is not a recognized market for this age-group here as there is in the States, so there will be fewer published each year—six instead of 12 or 15.

There will be fewer Puffins each year: a financial climate calls for what Tony Lacey describes as "greater discipline" in the choice of titles, so there will be only 90 to a hundred new Puffins in 1981 instead of between 120 and 130. But the non-fiction list is to be expanded as being appointed to organize it and plans are afoot for a Puffin Atlas and Dictionary.

There will also be a change of emphasis. Tony Lacey looks ever so slightly embarrassed and says: "It's difficult to put it tactfully, but the book list has a more masculine feel to it. The first step in this direction is that two original novels about football have been commissioned from Martin Waddell to be published in 1981."

Does he find children's book publishing satisfying? "Well, I'm not the kind of publisher who takes a children's book to bed. There are—there must be—many concerns they don't deal with. But it's an interesting market—so much more open to change and influence (as a matter of interest, historical novels are simply out of fashion at the moment). And I do think children's books are important. And, of course, I do enjoy reading the books. It's just that I would not like to read nothing else."

Formidable femmes

As one speaker pointed out at the annual conference of the Girls' School Association last week, nobody talks of a Fourth or Fifth Woman. After all, the chances are that any woman in public service has been trained by one of the headmistresses of the finest girls' schools in the country, who combine to make a meeting such as awe-inspiring occasion. Entirely lacking in personal vanity or ambition, they had devoted a lifetime to moulding in their pupils a belief in the future superiority of women and a faith that they can do anything. No wonder, so many of those girls are, in their turn, formidable. Their faith in women's ability to



Daphne Park, from the *Somerville*, copy, seems well-known. Describing her 'probable year' in a headmaster's list the following year, she hoped legally (and then five hysterically).

Though visiting speaker, Walden MP (who has young Tory intellectual Sexton (white hope of the places scheme) was a politely and briskly responsive star was undoubtedly Daphne, former diplomat and daughter of *Somerville* at Oxford.

Miss Park looked a bit like Geoffrey Howe but a spark. Her speech was a peg on which to hang her first and was an account of a train per China, when she misheard Chinese men and was not with the delicious thought she had ordered a large plate of sea slug. After 10 minutes she was sobbing behind her hand, round, to find two corners convulsed with her efforts. They came helped her out one long month upon and the way the slugs into it. The informed her audience of the value of learning languages.

Next week

The language of the John Webb gives a part of the new edition of the *Dictionary of Quotations*. Alan Ryan surveys the year's crop of books on Marx and finds some of great importance. Tyrrell Burgess says that the Bill threatens the life of schools. Linda Hall on the job of "creative writing."

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Nurseries must be provided 'by law'

New legal opinion in the Department of Education and Science suggests that local authorities have been allowed—or forced—to break the law on nursery education for the past 35 years. It had been thought the 1944 Education Act did not require councils to provide nurseries. Now the legal experts say i.e.s are under a clear obligation to lay on nursery classes for all aged two and over who want it.

Act misunderstood for 35 years

by Biddy Passmore

Local authorities have been breaking the law for 35 years by not providing nursery education, according to new legal opinion at the Department of Education and Science. Civil servants at the DES have been forced into a re-appraisal of the law after Oxfordshire's decision to close down all nursery schools and classes. It is believed that the legal experts have concluded in the past two weeks that local authorities do, after all, have a statutory duty to provide nursery schooling under Section 8 of the 1955 Education Act.

This means that Oxfordshire will be breaking the law when its shut down its nurseries next autumn, and that authorities such as Gloucestershire, which have never had any formal nursery schooling, have been in breach of the 1944 Act ever since it was passed. The Act is causing red faces at the department and may force ministers to change the law.

The new DES decision is based on a section of the Education Act not hitherto thought of as crucial to the provision of nursery education. A clause in Section 8 of the Act says: "It shall be the duty of every local education authority to secure that there shall be available for their area sufficient schools for providing primary education, that is to say, full-time education suitable for the requirements of junior pupils" (our italics).

Elsewhere in the Act it is made clear that "primary education" includes nursery education and that the nursery age range is two to five. The law also states that "junior pupils" are pupils under 12 but it does not say that they must be over five, the minimum compulsory school age.

The new legal advice is believed to argue that councils are thus under a clear obligation to provide nursery education for all children over two whose parents want it.

If this interpretation of the law is correct, successive governments have failed to make local authorities comply with it. Immediately after the Second World War a lack of resources and accommodation led to a reduction rather than expansion in nursery education. As late as 1960, the Secretary of State issued



What the inspectors saw: a three-page summary of their report, pages 8-10.

Inspectorate unveils giant survey

by Bob Doe

Schools were criticized for taking too much notice of public pressure when the National Secondary Survey was published on Wednesday. Too many schools over-emphasized exam results, resulting in too much note-taking and rote learning, the report said. The choice of subjects offered was too wide.

Media teachers were blamed for spending too much time going over routine sums and English teachers for not encouraging pupils to discuss or read more widely, spending most of the time on written exercises—in short, many of the things schools have been criticized for not doing in the past few years.

But the HMI report, based on a survey of 384 schools between 1975 and 1978, suggests things have gone too far the other way. As one DES official put it this week: "If schools had been a bit more thick-skinned, they would not be suffering these criticisms now."

HMI inspectors would like the report to be seen as a sort of do-yourself inspection kit. They think it marks an end to the Inspector as a policeman and the start of what they would like to see as the era of responsible school self-evaluation.

The section of the report was emphasized which says that every school should re-examine its policies in the light of the national picture outlined by the National Secondary Survey. Also stressed was the point that the great majority of schools were found to be happy hardworking, well ordered communities.

The Secondary Heads Association welcomed the report as "constructive" and "it would reassure teachers and identify the means to sustain their good work."

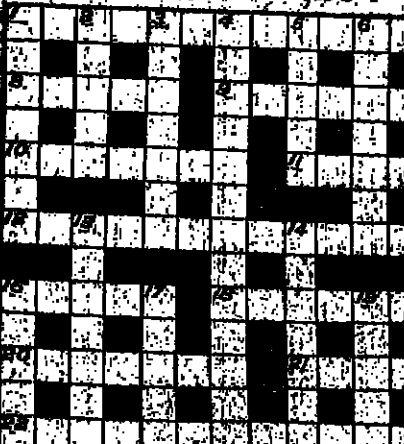
The National Union of Teachers said the report did not bear out some of the sensational reports preceding it. "It is ironic that the survey should be critical of teachers' on points on which in view of the clamour from some politicians for just this emphasis."

The union deeply regretted the inspectorate's stand on a bigger common core.

This week

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Crossword No 1,164



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It should be noted also that this year's figures were 17 per cent lower on the year before. The 6,628 applications received so far, slightly lower than the 7,764 received at this time last year, are still higher than the 6,628 which had arrived by mid-November, 1977, the last Labour Government increase.

School to work

Dole curbs may force leavers to put money before exams

by Mark Jackson

New restrictions on the payment of benefit to school leavers up the most controversial provision in the Government's Social Security Bill. The Department of Health and Social Security said this week that the proposal provoked more representations than any of the other changes.

The new measure will deprive leavers of benefit until about the beginning of the school term after they leave a date to be fixed nationally. At present, youngsters can draw payments as soon as they leave full-time education.

Careers departments provided the bulk of the local authority response to the DSS's invitation to comment on the review which led to the bill. They are almost equally divided for and against.

The careers officers who welcome the proposed restriction believe that immediate benefit induces youngsters to leave school as soon as they can, and hampers attempts to get them to accept jobs. Some careers officers object in principle to payments to youngsters "before they have contributed anything to society".

But virtually all the Principal Careers Officers in the areas of traditionally high unemployment are strongly opposed to the restriction, as are the TUC, the NUT, and the youth organisations.

They fear that, far from encouraging youngsters to stay on, the delay in benefit will push many leaving at Easter, forfeiting the chance to acquire any academic qualifications.

Mr. Ray Hurst, principal CO for

Cleveland, said this week: "A lot of the poorer kids will choose Easter, when they will only have to survive a couple of weeks before drawing benefit, rather than stay on to take exams in May and June and go without money until September."

He said that those of his colleagues who were against the restriction agreed that it would put pressure on youngsters to take jobs—but not necessarily the jobs they ought to, and would get if they looked around for a time. A further fear was that in areas such as his own where temporary work was almost non-existent, it would lead youngsters who would normally find jobs within a few weeks to clamour instead for immediate entry into the Youth Opportunities Programme.

"It could mean that the programme, which is practically all we have to offer the less able youngsters in areas such as mine, would be swamped," he said.

Provisional figures about to be issued by the Department of Education and Science show that there was a slight decrease in the proportion of Easter leavers last year.

Fewer than 62,000 left at Easter, 1978, compared with 66,000 a year earlier, and more than 690,000 left in the summer, compared with 670,000.

It is not likely that the bill, which will be strongly contested

will come law in time to deprive next Easter's leavers of any benefit, and the fear that it will be in force by the summer may act as an extra inducement to next year's youngsters to leave early.

NEWS

Survey shows 'dramatic' decline in some subjects

Drop in A level standards blamed on all-in switch

by Bert Lodge

As schools have gone comprehensive, A level performances have worsened, according to figures published this week. In certain key subjects the fall has been dramatic.

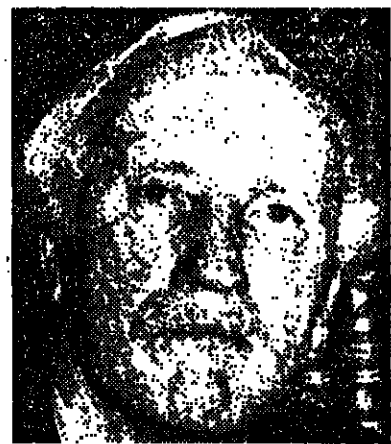
During the same period success at A level increased in both independent schools and those secondary schools which still retained selection.

The survey was carried out by Mr Raymond Baldwin, chairman of the governors of Manchester grammar school, for the National Council for Educational Standards. Mr Baldwin, a contributor to the Black Papers on education, is also on the governing boards of several Manchester comprehensives.

The figures show that the number of A level passes per school leaver rose throughout the 1960s but has fallen since the early 1970s. Mr Baldwin said this week, "The predominant feature of the last decade has been the switch in maintained schools from selective to comprehensive organisation. Whatever the degree of casual connexion, the timing cannot be disregarded."

In 1959 less than 5 per cent of pupils attended comprehensive schools. By 1977 the figure was 75 per cent. Over the same period expenditure per pupil in real terms rose by about 25 per cent, the pupil teacher ratio improved by about 20 per cent and the proportion of gross national product spent on education rose from 3.6 per cent to nearly 6 per cent.

In all maintained schools the number of A level passes per school leaver has fallen since 1971 by 5 per cent for boys and 2.8 per cent for girls. During the same period



Raymond Baldwin: "The timing cannot be disregarded."

gains in A levels in the remaining maintained selective schools (grammar, secondary modern, technical taken together) rose by 17.4 per cent for boys and 22 per cent for girls. In independent schools the corresponding gains were 11.4 per cent and 9.7 per cent.

Concern at the decline in the study of modern languages is well-founded according to Mr Baldwin's figures. Although independent schools registered no fall in the proportion of school leavers passing A levels in modern languages and maths, the percentage decline in all schools, independent and maintained, in French from 1972-77 was 38 per cent for boys and 16 per cent for girls; in maths 21 per cent

and 14 per cent. The decline in English for all schools was 21 per cent for boys and 12 per cent for girls; in physics 13 per cent for boys and 10 per cent for girls.

Mr Baldwin said the performance of the independent schools counted the suggestion that results were because examinations had got harder.

Acknowledging that more A level exams were taken by students in further education colleges, Mr Baldwin had compared the results with figures for schools and they were virtually no difference.

In 1977 comprehensives obtained 54 per cent of total A level passes, 49 per cent of those for boys and 41 per cent for girls. The respective figures for girls were 58 per cent, 51 per cent and 43 per cent.

"These are solid achievements and reflect what is widely taken by many comprehensive schools as a real success. But the fact that many comprehensive schools, or excellent A level results at the same time their advance at expense of the maintained grammar schools—as schools and are transferred from one sector to the other—raises their share of total automatically each year."

Mr Baldwin thought that evidence in certain respects cause for apprehension. "We need to ask whether many comprehensives are doing a proper job of their ablest children."

Performance at GCE A level in maintained schools by R. H. Baldwin. NCER, 1, Hinchley Wood, Esher, Surrey. 30p inc postage.

Multi-grading may stop common exam

by Bob Doe

A common exam system at 16-plus may be technically impossible, according to the Oxford and Cambridge GCE boards, but they think it will not be feasible to grade candidates fairly on a single scale if different exams are given to candidates of different ability, as envisaged by the Waddell Committee.

It had been hoped that if all candidates took the same common questions or papers it would have been possible to compare and calibrate their performances. But new research by the GCE boards' Test Development and Research Unit has highlighted two difficulties in this approach.

First, the use of one test to monitor the standards of others assumes that they are all measuring the

same sort of skills or knowledge. This may very well be not so, especially where the two different exams are designed for completely different groups of pupils.

Researchers Charles Newbould and AK Massey discovered it was not even so in GCE exams designed for very similar groups of candidates. Using a common French comprehension test to monitor two different oral tests, their results suggested that pupils of different skills were being measured.

Second, there is the question of bias: is any group being unfairly treated by the common part of the test? Is it possible, for instance, that the common tests may be examining parts of the curriculum that have been covered by both

groups but to differing degrees? The work examined might represent only part of a wider curriculum, one group and the whole of another one to another.

"Common tests would seem to look more attractive if the standards than they really are," Newbould and Massey conclude. "Perhaps the common test is a balance harmful for while it is a ready vehicle for emphasis on common ground, it may be people into adopting over-standardisation of comparability."

Comparability using a common element, by C. A. Newbould and A. J. Massey, from the Test Development and Research Unit, Drosier House, 13 Haverhill, Cambridge CB1 2BT, £15.

Ealing comprehensive nearer church takeover

by Sarah Segre

The transfer of Twyford Comprehensive School, Ealing, to the Church of England will get a stage closer next Tuesday when the local education committee decides on issuing statutory notices for the school's change.

Already the Education Secretary, Mr Mark Carlisle, has been told that evidence supplied by the Church in support of the school is questionable. Mr Ian Buchanan, a research associate at the research unit on ethnic relations at the University of Aston in Birmingham, has a letter to Mr Carlisle, has pointed to deficiencies in the Church's claims.

Although the Church claims parental demand for a C of E school has been "overwhelmingly given" with the majority of signatories coming from Anglicans, no evidence of church affiliation has been provided nor any account been taken of those who refused to sign.

The governors of Twyford have

already expressed their opposition to the C of E takeover and the school's staff are also concerned that the London Diocesan Board of Education appear to have reversed their policy for the type of C of E school after consultations had taken place.

Twyford is at present a multi-racial school and the C of E which it is to become would reflect the social and racial composition of the London borough of Ealing. The London Diocesan Board has now indicated that preference will be given to children of C of E parents first and then to children of parents of other Christian faiths.

Such selection would omit children of the Sikh, Hindu and Muslim faiths leading to under-representation of the Punjabi and Gujarati communities in the school.

The proposed school will not be serving the local community, in which there is a high proportion of non-Christian families, but rather a small selective group within that community. We at Twyford are

committed to comprehensive education, which to us means giving opportunities of education to all children, irrespective of the race, faith of their parents and social class. Mr D. G. Jones, headmaster, said in a statement issued on behalf of the school staff.

A spokesman for the Council of Racial Equality said: "Discussions were held in which the committee asked the council and the school to bear in mind the wider question of education in a multi-racial society in making their decision. It was brought to their attention the implications of the Race Relations Act 1976 for certain kinds of admissions policy and procedures."

"At no time did the committee suggest that the school should have its policy on racial questions which would have been manifestly unfair."

Father Tom Maidment, chairman of the C of E steering committee, said: "An Act which had been set up to improve community relations is to be acting against it."

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For more information, write to: Mr. Ernie Heath, Manager, Community Affairs, National Westminster Bank, 41 Lothbury, London EC2P 2BP, or telephone him on 01-606 6060, Ext. 3128.

Metal Box pitches in to pay half business books bill

The Metal Box Company which has been helping schools to buy text books was this week named as an example to the rest of industry.

The giant packaging manufacturer has been giving grants to schools starting A level business studies courses. The praise came from Mr Neil Macfarlane, the Education Under Secretary.

Metal Box offered to help after the project officer for the newly introduced Oxford local course, a teacher at Marlborough, told an executive that some state schools could not afford to provide the five books per pupil required.

The executive, Mr Anthony Wood, the company's schools liaison officer, said: "It wasn't a big formal scheme. Schools were told to telephone me and discuss their difficulties. Where it seemed the right thing to do, I arranged for them to be paid around half the cost of the books."

The company had paid 14 schools grants of between £40 and £80, but it says that its budget for this kind of help has all been spent. Mr Wood said: "Perhaps someone else would like to take over."

Mr Macfarlane told the TES: "This is a very practical way of helping schools to provide courses relevant to industry's needs and I commend this initiative as an example to others who are interested in furthering links between schools and industry."

"This form of assistance to our secondary schools is an example of the kind of progress which the department welcomes, and I hope other firms will see whether they can follow the example."

What is not clear is whether HM inspectors, who have been very firmly opposed to schools being expected to invite contributions for textbooks, count from outside—even from parents—share the minister's enthusiasm.

Compute-a-career opens shop

Ten years of unremitting research appear to have produced the country's first 1980 ideal—a career careers officer. Careers departments throughout Great Britain are being offered the use of CASCAID—a central computer service which offers advice on careers untouched by hand or heel. The service, developed by the Leicestershire careers department with Department of Employment money, is now ready to go national.

Careers officers anywhere in the country can find in other directly by the user, their own terminals or by post—details of a youngster's qualifications and attributes, and get back a printout of suitable courses and careers. For the present, however, the computer can find out about 10,000 careers, offering 10,000 careers about 10,000 careers, and training courses for about 100 careers.

Thirty-seven local authorities have already decided to take up the service, and others are trying it out. Leicestershire is also offering it to universities and polytechnics and to not profit-making independent schools. Leicestershire has been receiving grants from outside Britain, one department in the Channel Islands is already using it.

Charges for the service, which Leicestershire will continue to run, depend on whether the users send their clients details in for individual processing or simply use a program from the service to run through their own computer. The Leicestershire careers department estimates that the system is only an aid to the guidance work of careers officers, who would select very sharply to any move to hand the money for training? page 00

and tackle skills shortage.

Aspects of secondary education in England

Between 1975 and 1978, HMIs sat in on 25,000 lessons in a representative sample of 10% of secondaries in England. The resulting report, a 300-page document, covers all aspects of secondary schooling. Below, Bob Doe summarizes the findings

What the inspectors found

- Exams dominate and distort pupils' work.
- Comprehensives have imitated grammar schools instead of developing a comprehensive curriculum.
- Option schemes lead to unbalanced courses.
- All children should study chemistry, biology and physics up to the age of 16.
- English, maths and PE are the only subjects all children have in common.
- Options are too often chosen without advice.
- Virtually all schools let down less able pupils.
- Pupils taking modern maths are the worst at practical arithmetic.
- The Bullock idea of language across the curriculum has had little impact.
- Most schools are orderly and hardworking.
- The most common behavioural problem is absenteeism condoned by parents.
- Teachers need more time for curriculum planning.
- Grammar schools have more of the best paid and most qualified staff.



Exams

Too many sit too many

Pupils' work in fourth and fifth years is dominated by the requirements of the exam system. In all but a few schools this, and the insecurity some teachers feel about their own knowledge, leads to over-directive teaching, heavy reliance on dictated or copied notes, and too much emphasis on factual recall rather than understanding.

The report criticizes some schools for "unreasonable exam policies; either entering candidates for too many exams or inappropriate ones. 'Good quality' results tended to come from schools with reasonable entry policies. It claims and emphasis on exam success did not necessarily lead to good results.

"Good performance in exams could obviously be achieved without excessive distortion of the teaching programme", the report says. Double entry in both GCE and CSE can result in high average numbers of passes, the report says, though no figures on the extent of double entry are given.

Nine out of 10 schools offered both CSE and GCE, though not necessarily to all pupils or in all subjects. Twelve per cent offered only GCE or CSE exclusively. The 5 per cent offering only O level were grammar schools and the 7 per cent offering only CSE were mostly secondary moderns.

Small schools could not always provide both CSE and GCE classes in some subjects. This meant some pupils entered for inappropriate exams. Schools were not always free to make their own exam policies, however.

School examination policy is also affected by regulations made by the exam boards. Some schools were restricted in the subjects they were allowed to offer. These schools were not always aware of this, the report says. In 10 per cent of the cases the lack of freedom for discouraged double entry. The

other ruling most frequently quoted was the limitation on the number of subjects a pupil might take. It was to be found operating in 12 per cent of the schools, the most frequent maximum quoted being eight. Other rulings related to a limitation on the number of GCE boards that a school might use and a refusal to pay for "repeats". Such stipulations had the desirable educational effect of reducing a potentially heavy examination load whether brought about by double entry or, more important, by entry in a large number of subjects.

Some schools made a practice of entering all pupils for an examination in each subject they were studying. A number stipulated a maximum number of examinations to be taken—usually seven or eight subjects. In most cases the curriculum the school was able to provide and the requirements of the organization of classes imposed their limit on the number of subjects which could be taken in examinations. But the practice in some schools of allowing five, 10 or 11 subjects to be taken created an unnecessarily heavy examination load, especially on those below the top level of ability.

Staffing

Grammars are better off

The survey refutes the claim made in the Great Debate that schools are over-manned and that senior teachers spend too much time in non-teaching duties. But it does reveal the extent to which grammar schools are more generously staffed with better paid and better qualified teachers.

In most schools, teachers with lower levels of special responsibility for the teaching of particular subjects or for the social and pastoral care of pupils were allocated few additional non-teaching periods and often had insufficient time to carry out these duties, the report says. Teachers in grammar schools had the heaviest teaching load. On average they taught the equivalent of

33.5 and 33.3 periods a week respectively, in a 40-period week. Teachers with major academic responsibilities such as heads of department averaged only one extra free period a week. Those with major pastoral responsibilities taught 29.3 periods a week and those with both academic and pastoral responsibilities 31.9 periods.

The fact that schools seemed unable to squeeze more than a small amount of extra time for these "middle managers" seriously limited the guidance, supervision and support they could give.

Above a per cent of teachers considered the "top management" with considerably reduced teaching loads. In some large schools this meant four or five teachers with light teaching loads. This left them open to charges of over-managing, the report says, but if these schools were split up into three smaller schools there would be three heads and deputies with lighter timetables.

Four out of five grammar school teachers were grammarians, compared

with only half the teachers in comprehensive schools with the full ability range. Fewer than one teacher in three in secondary modern schools was a graduate.

Only 11 per cent of the teachers in grammar schools were on scale one compared with 22 per cent of those in full range comprehensives. In modern schools 19 per cent were on scale one. The report says this is because the number of posts above scale one is determined by the Burnham unit total, in which there is a heavy age weighting. Grammar schools benefit because of their larger sixth forms.

Just over 75 per cent of the men and 60 per cent of women teachers were in posts above scale one.

Teachers in selective schools tended to be older and with more teaching experience. In grammar schools more than half the teachers had more than 10 years' experience; in comprehensives only a third.

Schools were particularly short of qualified teachers of physics, religious education, metalwork, needlework, English and mathematics. But pupils in grammar schools were much more likely than others to be taught these subjects by a teacher qualified in them. Grammar school teachers were also much better qualified in their subjects.

About half the remedial teachers in the survey schools were inadequately experienced as teachers, the report suggests. About one in 10 were probationers and a third had less than five years' experience.

For teachers to make an adequate response to the needs and complex demands of remedial teaching a reasonable basis of teaching experience would seem to be desirable", the inspectors say.

One in five English and religious education teachers had no qualification in their subject. Fourteen per cent of the teachers in French appeared to have no qualification in the language, though these were more than matched by teachers who did have a qualification but did not teach the language.

As with most of the teacher shortages, the effect was felt most strongly in non-selective schools and was least obvious in grammars.

Pupil behaviour

Vandalism for the few

The great majority of the 384 schools surveyed were orderly and hard working, the inspectors concluded. Most claimed to have only a few minor problems with indiscipline, truancy, violence, theft or vandalism.

Discipline was a source of concern in a few schools. It was most likely to be a problem in schools with the acquiescence of their parents. Just over a fifth complained of this.

Truancy unknown to parents and theft were a considerable problem in 10 per cent of schools. Vandalism occurred in a small number of schools but could not always be attributed to the pupils in the school.

Comparing schools with special difficulties and those notably free

of them, the report says school activities difficulty often had social and environmental causes. But not all schools grappling with these turned out to be problem schools.

Of the 159 inner city or suburban schools, only 19 per cent of the 25 schools included in the survey had concentrations of severe problems.

The presence of as much as 10 per cent of slow learners in a school did not automatically plunge it into difficulties. But there was a threshold beyond which the

presence of a large number of pupils of very limited ability, the number of disruptive pupils, the number of pupils with special needs, the number of pupils with troubled home backgrounds, the number of pupils with specialist skills among the staff, the facilities offered by the school, the generally depressing state of the outer environment, together created problems of a different order. The gap between the small minority of schools at the top and the more marked, less satisfactory, and it is highly probable, picture of the great majority of secondary schools.

Mathematics

Old ways are best

Pupils on modern maths courses were not as good at arithmetic as those on traditional courses. In a paragraph in the report, the inspectors say that when they compared maths courses in comprehensive schools pupils doing modern maths were better at solving problems, but less successful at applying their knowledge to problems.

In many cases, comprehensive schools had been developed by school leaders who were better at the traditional methods of teaching mathematics than at the modern methods. The inspectors say that when they compared maths courses in comprehensive schools pupils doing modern maths were better at solving problems, but less successful at applying their knowledge to problems.

Only a very small number of pupils—fewer than 1 per cent—did not continue with mathematics to the age of 16. The survey did not bear out the claim that substantial numbers drop the subject. It suggests that the small number who do is becoming smaller.

The inspectors found only one equivalent of three boys per girl and nine girls per 1,000 who had dropped the subject. An earlier survey in 1973 found much higher figures.

The subject was often dropped after mock examinations by pupils who wanted to concentrate on other subjects in which they had a greater chance of success.

In a very small number of schools some of the non-examination mathematics during the week was little as on performance. The inspectors say that this is a problem of their provision, the inspectors say.

The report says almost all schools gave adequate time to teaching the basic skills. But the restriction of skills in isolation to context or application did not always lead to confidence or ability.

Continued on next page

Continued from previous page

these skills.

In almost all of the schools seen in the survey very considerable time was spent on arithmetic and the skills in which, it is said, some school leavers lack proficiency were certainly being taught. All the schools gave a prominent place to practice in the four rules of number, including work with money, decimals and fractions. They expected their pupils to know the elementary number facts of addition and multiplication on which the more advanced processes are based. Where there were weaknesses it was hardly ever recognized or attention to the problem.

In spite of this in the course of the survey some schools were found where, as in former times, the mathematical competence of some of the pupils was unacceptably low. Not infrequently this was associated with difficulties arising from the catchment area, which the school served, and where this was so, full allowance must be made. The improvement of standards of mathematical attainment involves more than teaching method alone.

Before possible ways of improving mathematical competence can be discussed it is necessary to recognize the extent of the problem. The weaknesses in arithmetic were, for instance, such that there could be a poor response from a class of pupils who were asked to multiply by 10 or by 100. Some pupils had difficulty even with doubling simple numbers and many saw and made errors in elementary calculations which were wrong by a factor of 10 or 100.

In most classes observed, teachers were not trying to do any more than prepare pupils for examination questions. Maths was too rarely related to the world outside of to other subjects.

Schools generally made adequate provision for the able and average abilities but in more than half the schools the work provided for the less able was unsatisfactory, the report says. Their courses tended to be restricted to routine sums and provided no applications of mathematics. The result was that the performance of the less able was unsatisfactory in one third of the schools.

Common core

An anarchy of options

The core subjects studied by every fourth and fifth former amount nationally to little more than English, maths and physical education according to the survey. The anarchy of options has led to complex, unbalanced and incoherent curricula which do not serve pupils' needs.

The growth of comprehensives to the point where now more than 85 per cent of all pupils attend them has not been accompanied by the required reshaping of the curriculum. The inspectors say the time has come when the option system originally designed for grammar schools which now results in too many 14-year-olds dropping vital subjects.

Four schools out of five included only English, maths and religious education or careers education in their core subjects. About two-fifths of the average fourth and fifth form timetable was taken up with a core. In few schools did the proportion exceed half.

In virtually all schools English and maths were compulsory. In more than 90 per cent of schools physical education, including games, was part of the core.

Most schools (58 per cent) also included religious education. Less than half the schools provided careers education for all fourth and fifth formers. As with religious education, the pupils for whom it was provided were the more able. In grammar schools the required core was broader. Often it included French, one or more science subjects and history or geography taken to O level.

In most schools the survey showed options were available for more than half the third curriculum for this age group. Pupils chose between four and six options from lists of 19 to 24 subjects. Small schools had difficulty in offering quite an

about a quarter of the comprehensive schools surveyed restricted option choices according to ability. In these limited option schemes, foreign languages and separate

Science

Everyone should do it

All pupils should study physics, chemistry and biology up to the age of 16, the inspectors recommend.

There is a strong case for offering to all pupils up to the age of 16-plus, balanced science courses embracing the basic elements of physics, chemistry and biology at depths and with teaching approaches appropriate to their ability. These courses, together with other disciplines, should on the one hand provide a foundation for further studies in science, engineering and technology which may be undertaken by able pupils after the age of 16-plus.

On the other hand, they should provide a broad education in science for all so that in accordance with their various abilities they gain some understanding of the impact of science and technology in industry, the basis of national socio-economic decisions involving science, of biological and environmental factors and of the processes of science which may be used in everyday living for solving certain problems and for leisure activities. It can be argued that these aims will be even better achieved if the courses include something of earth sciences and some of the history of science in addition to the three main sciences.

Quite apart from the educational merits of broad science courses, there is need for them on vocational grounds because most science-based careers require some knowledge of more than one science subject.

The survey revealed about 9 per cent of boys and 17 per cent of girls doing no science at all in the fourth and fifth forms. A further 55 per cent of all pupils were taking only one science—usually biology in the case of girls. Balanced science courses would require drastic action, the report says.

Able and average pupils might be catered for, as they sometimes are at present, by allowing them to take

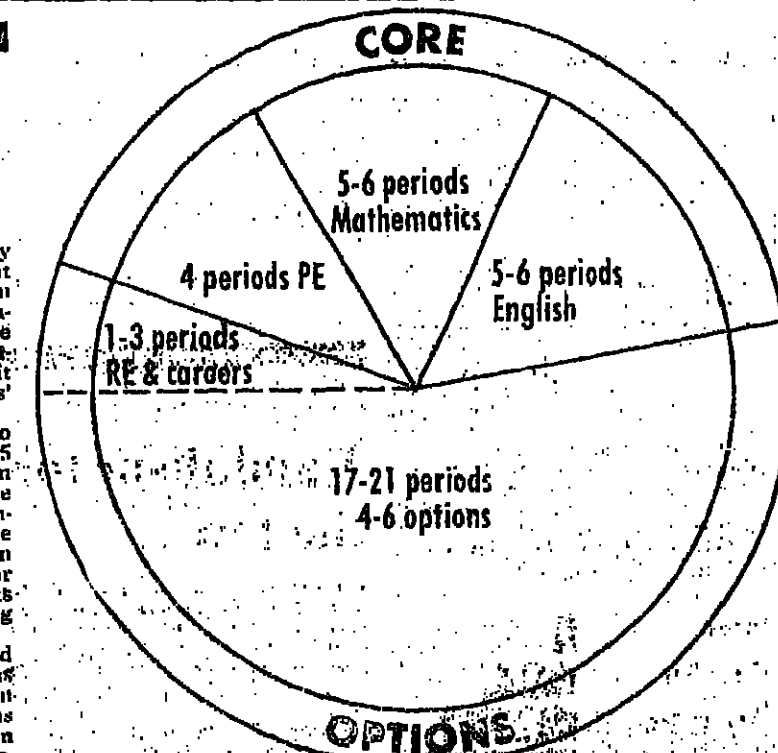
all three main sciences for O level or for the CSE. It is, however, difficult to justify the large time allowance (often 12 periods out of 40 per week) which such an arrangement requires.

Considering the balance of the whole curriculum, it seems more reasonable to offer for "double subject" time for science in years four and five. A number of structures are possible for achieving balanced science in this amount of time. For example it might be possible to provide physical science plus biological science or combined science courses at appropriate depths for the different abilities, or various other arrangements.

Different science subjects have some concepts and many skills and processes in common. Consequently, balanced science courses may be of more value to the pupils if they are presented in a unified way. Wide variations between the contents of different science syllabuses were noted during the survey. It could be helpful to all concerned if there were broad agreement about a common core of science which all pupils would have covered by the age of 16-plus, albeit at different depths according to ability. This is a difficult problem. Its solution requires compromise between the need to lay the foundation for science courses in the sixth form and further education, the need to provide for the vocational demands of school leavers and the need to provide for the personal development of all pupils as future citizens. In addition it is necessary to decide upon the balance between the content of the courses and the skills and processes of science, the nature of content. Of increasing importance is consideration of the degree to which school science courses for able pupils as well as others, should embrace something of technology and engineering and industry in general as well as with biological aspects of man and the environment.

Against this was the argument that most science teachers are single subject specialists. Science teachers should work more as a team on balanced courses, the inspectors say.

In more than half the schools visited the standards achieved in science ranged from excellent (in about 5 per cent) to acceptable. In the remaining schools there was cause for concern about the standards in science.



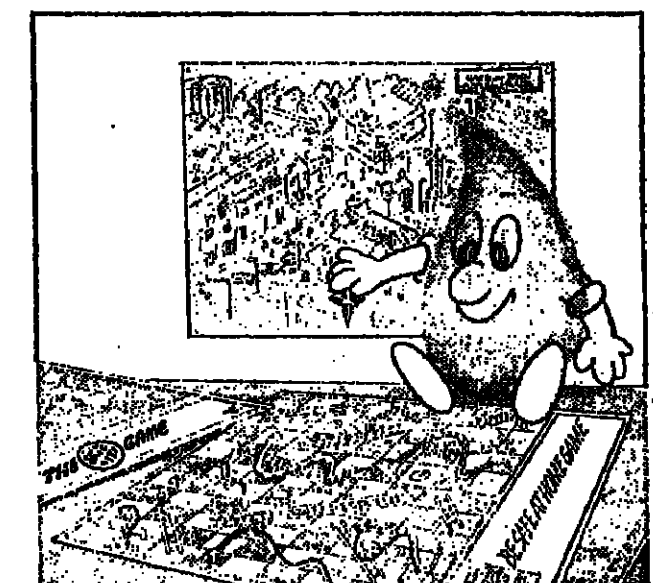
The core and options pattern of more than half of English schools.

Science was often restricted to the lower ability bands. The great majority of pupils, however, had more practical and general subjects. In some cases, though, pupils were sent documents to read which would not be readily understood by their parents. One disturbing feature of the survey was that in 20 per cent of schools choices were made without the benefit of advice from specialist careers teachers. Even where this advice was sought, more than a quarter of the schools did not involve the local authority careers service.

The organization of options is almost always complex and frequently necessitates compromise as the mix of both pupils and school. Less able pupils are given in effect less real choice than other pupils. The examination courses for teachers sometimes inappropriate and were not designed for the levels of ability for which they are used. The more able pupils may have opportunities to take additional languages and separate

Continued on next page

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TES SUMMARY

Continued from previous page

sciences but may suffer from the loss of practical, aesthetic or humanistic subjects and courses devoted to aspects of personal and social education. The introduction of options in the fourth and fifth years leads to the abandonment of some important subjects and to insufficient breadth in some individual pupils' programmes.

It was widely assumed that the opportunity to drop certain subjects and concentrate on others at the age of 14 increased pupils' motivation. It is less commonly acknowledged that the prospect of being able to drop some subjects may constitute a disincentive to sustained effort well before the stage of choice is reached.

Further, it is clearly important that the design of schemes of work should take account of the fact that for some pupils the course terminates in the third year, 700 often pupils simply stop three-fifths of the way through a five-year course, without much consideration apparently being given to the nature of the subject or the nature of the attainment this represents.

In respect of both these problems, it is at least worth asking what might be the effect on the content, rhythm and pace of work throughout the secondary school as a whole if fewer subjects disappeared from pupils' programmes during the period of compulsory education. Dropping subjects like geography, history and science at 14 had serious consequences. The recent national primary survey had revealed that primary schools gave insufficient attention to these.

The report questions whether the interests of the more able are genuinely served by the option system. Grammar schools and comprehensives provided very similar curricula for this group. The main difference appeared to be that Latin was more likely to be provided in the grammar school and careers education in the comprehensive.

The option system commonly resulted in able pupils having to choose at 14 or earlier between science or languages, or between both at the expense of humanities or creative subjects.

All types of school had problems in providing appropriately for their less able pupils, but the problems were not all of the same kind. In the grammar school, the less able are still likely to be within the top quarter of the national ability range, and have indeed been selected to attend the schools on the evidence of their academic potential. It is therefore a matter of concern if these pupils appear to lose motivation or perform below their real capacity. The causes may not lie exclusively within the schools, but perhaps schools need to consider whether comparison with their even able contemporaries may have led to unduly low expectations of these pupils by their teachers or by the pupils themselves. It is perhaps also too readily assumed that uniform teaching methods are suitable, whereas greater flexibility and variety in teaching approaches may be needed. The less able in comprehensives and modern schools were frequently taught in smaller classes.

But the programme offered to them were seldom successfully pitched at a level which both retained challenge and demanded worthwhile achievement. Schools made various attempts to cater for needs as they perceived them. Sometimes a confidential choice of practical activities was offered, but with little coherence in the curriculum as a whole. In other schools 'packaged' courses might be designed to give greater coherence, with large blocks of time devoted to some form of combined studies, but the content of such work was often observed to be undemanding.

Percentage of time allocated to a 'core' less than 30

30-39	6
40-49	56
50-59	18
60-69	47
70 or more	12

Time allocated to core subjects in fourth year.

ing, and the rest of the pupil's programme outside the special course could be more inconsequential. The schools have a considerable problem in providing both a sufficient range and depth of content of work, and the appropriate skills teaching needed by pupils with basic learning difficulties. Remedial education, as such, was rarely provided in the fourth and fifth years, although many schools regarded the work of the lowest sets in English and mathematics as serving this need. It was difficult, however, to provide the right teaching for such sets, which might be taught by someone with experience or qualifications in the subject or remedial education, but rarely in both and sometimes in neither.

It is not easy to provide the necessary combination of specialist skills and knowledge either in a single teacher or through the co-operative working of two teachers. Nor is the difficulty confined to English and mathematics. For the greater and as yet largely unsolved problem for the schools is to devise and sustain a curriculum which satisfies their broad objectives for the education of all young people at this age, and to take account of particular learning difficulties through the teaching skills employed.

The complexity of the option system often defeated many teachers, let alone parents. The maintenance of some combinations of subjects reduced pupils' opportunities for further education and denied them experiences that would be important in their lives as adults and citizens.

Language

Too much writing

The Bullock report on language and learning has had little effect on schools. Too much emphasis was put on writing and not enough on reading and talking. The inspectors based their views on all the 25,000 lessons they observed in the course of the survey, not just on the work of English departments.

The school policies on "language across the curriculum" suggested by the Bullock report had been difficult to achieve, they say. They doubt whether the phrase had even been properly understood.

In a great majority of schools throughout the three years of the survey, no moves of any significance towards language policies have taken place. Sometimes there was a place in a senior position who had been convinced of the importance of language or no appropriate forum for the necessary professional discussion had been created. Even when preliminary discussions had taken place, they had sometimes foundered because people had different views on cross purposes. It was assumed by many teachers, for example, that the only teaching of language which was important was those in which "correctness" and that they are the responsibility of the English department.

There was not very much evidence of increased interest in language and learning over the three years of the survey. In the first year (Spring 1978), only 10 per cent of schools had any policy on language or maintaining an interest but many had scarcely considered the subject. The evidence of emphasis from language to language used in the process of learning is needed. This was the case in the majority of schools. Pupils to find and use whatever language they need for their learning. Practical subjects, in which the content of the subject is less likely to be language than some other activity, are a by-product, frequently of good examples. In these subjects, which are largely word-centred, it is more difficult to find such immediate sources of experience.

Schools were better at providing for the language needs of high

achieving pupils than for the less able. In 60 per cent of all schools, reading, writing and oral work were acceptable, the report says. A great deal of writing was expected of the average pupil but with insufficient opportunity for oral discussion or opportunity for mechanical response with little evidence of understanding. Only half the schools were satisfied with the satisfactory.

Schools were evidently concerned about basic skills for the less able but only 20 per cent of schools were judged to be providing for reading, writing and talking these pupils. Only in 30 per cent of the schools was the work of children of lower abilities judged to be satisfactory.

It is clear that reading and writing at all levels. The schools are more likely to find ways to reach beyond what is possible and their response was not in per cent of the schools, but in subject to increasing demands for the development of skills by the less able pupils. In four out of five of the schools visited, there were serious concerns in which schools were judged to be providing for the development of skills by the less able pupils. Two-fifths of all schools, therefore, these pupils were regarded as "satisfactory". Most schools were promoting reading as fully and actively as is needed for any pupils' ability range. For the schools, it is a matter of fact that the pressure to write has increased and less able, there is a more difficult motive to keep alive the school does not play in its

Personal development Pastoral care a priority

Schools should place more emphasis on the curriculum on pupils' personal and social development. Schools could not be the sole influence on the pupils' lives, but the school could still play a part in their development. Most schools recognized their obligations to their pupils' systems of pastoral care.

"But there are wide differences in the extent to which schools' general intentions have been translated into general practice."

The pastoral care systems of six of the schools in the survey were judged to be "very favourable". The inspectors "Without reservations these were schools which much careful detailed work often involving many or all of the teachers, had led to agreed objectives and practices concerned with the pastoral care of the school community."

These decisions included a constituted acceptable behaviour, what should be done about unacceptable behaviour, making high expectations, setting targets, and the purpose of the curriculum offered to all pupils.

About half the schools offered a timetabled career programme to all pupils in the fourth and fifth form. Some schools offered no formal programme, but introduced aspects of career education through various subjects in the curriculum. This incidental approach, the inspectors were insufficiently planned or organized.

Many schools could do more to prepare young people for the working in the adult world, the report concludes.

It is sometimes argued that progress towards promoting career for some time, they have been in careers education, but high levels of unemployment in the case of the schools were judged to be a severe challenge to the approach to the curriculum and to the development of the school.

The county's 116 secondary schools, comprising the 10th share of the county's population, are looking at the impact of the county's unemployment on the school. They found the school would have saved a quarter of its 1977-78 fuel bill, despite being heavily heated by natural gas. The research, which was carried out on all schools in Essex, found that all accounted for more than 10 per cent of fuel delivered to secondary schools. Only 5 per cent of the schools were heated by natural gas, and electricity accounted for more than 30 per cent of the fuel bills. The county's 116 secondary schools, comprising the 10th share of the county's population, are looking at the impact of the county's unemployment on the school. They found the school would have saved a quarter of its 1977-78 fuel bill, despite being heavily heated by natural gas. The research, which was carried out on all schools in Essex, found that all accounted for more than 10 per cent of fuel delivered to secondary schools. Only 5 per cent of the schools were heated by natural gas, and electricity accounted for more than 30 per cent of the fuel bills.

NEWS

Strong sixths the key issue as Manchester reorganizes



Dudley Fiske wants an early decision on sixth forms before deciding school sizes for the 1980s.

Pressure for the retention of schools with strong sixth forms is building up in some areas of Manchester, a series of eight public meetings has revealed.

But elsewhere there is at least as much concern about the possibility of A level and similar courses being switched to sixth form or tertiary colleges.

The meetings—four on each of two evenings—were called to enable parents and the public to discuss the implications of falling rolls for the city's comprehensive schools. They followed publication of a report from Mr Dudley Fiske, the chief education officer, in which he called for an early decision on the sixth form issue as a preliminary to discussion on the number and size of schools needed in the 1980s.

A total of about 1,000 people attended the meetings, almost half of them at the 1,700-pupil Parris Wood High School, Disbury, which serves Manchester's thriving university belt.

Almost 500 people packed the school hall where hundreds of pupils each year take the O and A level examinations which earned the school its impressive academic record.

Their questions to Mr Fiske and committee chairman, Frank Dale, revealed their doubts about the need

to tinker with a school with a sixth form of 220.

The doubts are shared by parents in other areas where schools have adequate sixth form numbers, but are not so strong where numbers more truly reflect the city's depressingly low staying-on rate.

This raises the question whether the council's controlling Labour group will be prepared to accept different solutions to the sixth form problem in different parts of the city.

Mr Fiske's report, with appendices charting in detail the sharp decline in pupil numbers, pointed out that school sixth forms will mean fewer, larger schools. Concentration of the 16 to 18 age group in colleges or even shared sixth forms would make possible more and smaller schools.

The extra cost and family inconvenience involved in having fewer and larger schools would be much less of a concern to parents in the city's more affluent areas than in deprived wards.

And this could be an important factor in the almost inevitable controversy about whether there should be a single pattern of 16-plus education throughout Manchester, or a mixed system of some kind.

Manchester's 25 non-Roman Catholic high schools already have

a staggering 4,000 spare places and unless there is action to close and merge schools the surplus will grow to 10,000 by 1988, when the secondary school population will be down to 21,000.

If school sixth forms are to be retained, the number of schools will have to be reduced to between 13 and 15 to make them viable. But this would be increased to 19 or 20 if they are restricted to pupils aged 11 to 16.

At the moment only four schools have sixth forms with more than 120 pupils and one has only 19. A further bonus of smaller schools would be that it would enable some on split sites to be concentrated on one campus.

Teachers' organizations in Manchester have so far strongly upheld the 11 to 18 school as the best form of organization, but they are reviewing their positions in the light of falling rolls.

The city already has two sixth form colleges created when Roman Catholic schools went comprehensive in 1977. They have proved highly popular and have dramatically increased the staying-on rate.

At the primary level Manchester has started consultations in a handful of the 33 districts into which it has been divided with a view to drastically reducing the number of schools on an area-by-area basis.

How energy goes out the window

by Lucy Hodges

Teachers waste valuable heat by leaving open classroom windows and turning on the lights when pupils begin to look sleepy, according to a survey published this week.

Teacher attitudes, and the behaviour of the school generally, were the most important factors affecting how much energy was used in schools, say the researchers from the Architectural Association's Graduate School. Unless things were changed energy conservation policies might have no effect.

The school is the best starting point for education in energy management, they contend.

The research, which was carried out on all schools in Essex, found that all accounted for more than 10 per cent of fuel delivered to secondary schools. Only 5 per cent of the schools were heated by natural gas, and electricity accounted for more than 30 per cent of the fuel bills.

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Child pornography 'not a growing problem'

by Diane Spencer

Child pornography is neither a large nor a growing problem, says the unanimous report of the committee on obscenity and film censorship which was published last week.

The committee, chaired by Professor Bernard Williams of Cambridge University, says the Director of Public Prosecutions has found no evidence that there is any new problem. The committee doubts that the Protection of Children Act 1978 was needed.

Professor Williams's committee was appointed in July, 1977 by Mr Merlyn Rees, the then Home Secretary. Its 12 members included a barrister, Mr Jesse Taylor of Whalley Range High School, Manchester, lawyers, journalists, a bishop and youth and community workers.

Its terms of reference were to review the law concerning obscenity, indecency and violence in publications, displays and entertainments in England and Wales, except in broadcasting, and to review arrangements for film censorship.

The main recommendation of the committee is that the law should aim to restrict pornography so it will not be offensive to "reasonable people" and "to satisfy the widespread feeling that young people should not be exposed to material of this kind."

Other recommendations include: a ban on the sale of pornography—not merely its display—in shops where children and young people might go.

a total ban on pornography exploiting children or the physical injury of others

a ban on live shows which include real sexual activity which is offensive

A statutory board to take over the film censorship powers of local authorities and to replace the British Board of Film Censors. This new authority would be known as the Film Censorship Board and its 12 members would include representatives of the film industry and local government.

The categories of films would be changed to include a new one of "18", indicating films which would only be shown in specially designated cinemas to a restricted audience. Report of the Committee on Obscenity and Film Censorship, HMSO £5.25.

Fewer out of work

Unemployment among teachers is down this year in comparison with the start of the last school year. In the written reply to Parliament, Mr Jim Lester, Under Secretary for Employment, said in September there were 11,701 teachers registered as unemployed in Britain.

Corresponding figures for previous years are: 1973-4, 12,651; 1974-5, 12,750; 1975-6, 12,767; 1976-7, 12,821. The figures do not include those who have found jobs outside education or are in the special temporary Employment Programme.

THE UNIVERSITY OF MANCHESTER

Department of Education

Advanced Courses for Teachers, 1980-81

The following one-year, full-time courses, mainly intended for experienced teachers, are offered in the session beginning September, 1980. Teachers employed by local education authorities may be eligible for secondment on salary. Certain of the MEd courses are also offered as part-time courses extending over a longer period. By arrangement with the Department, students may be able to undertake some sections of certain part-time courses by either day release or on one term of full-time study.

(1) Degree of MEd

Applications will be considered from (a) graduates, and (b) non-graduate qualified teachers holding an appropriate advanced diploma for the following full-time (FT) and part-time (PT) programmes:—Curriculum Development (FT).

* Educational Assessment (FT and PT (day)). (The course covers the design, construction and control of assessment procedures within schools, training institutions and educational systems. Options meet the special needs of school teachers, administrators, industrial trainers and educational researchers.)

Educational Psychology (FT and PT (day)). Foreign Language Learning (FT and PT). History of English Education (FT and PT). Organization and Planning of Education (FT and PT (day or evening)). (Economic, comparative and administrative studies of education.)

Philosophy of Education (FT and PT). (Special Options are available in Aesthetics, Social and Political Philosophy, and Philosophy of Mind, in relation to education.)

Physical Education (FT and PT). Reading (FT). Sociology of Education (FT and PT (day)). Teaching of English Overseas (FT). Opportunities are also available to take the degree by research and the presentation of a thesis (FT and PT).

* Provisional

(2) Degree of MSc in Educational Psychology

(Professional Training) provides professional training for psychology graduates with teaching experience who intend to work as educational psychologists.

(3) Diploma in the Advanced Study in Education (FT and PT)

(A general course leading to the award of an advanced diploma which may also serve as a preparation for more specialized study and research.)

(4) Diploma in the Education of Maladjusted Children

(5) Diploma in the Education of Handicapped Children

(6) Diploma in Guidance and Counselling in Education

(This course provides training in educational psychology for experienced teachers covering theory and practice of counselling in schools.)

(7) Diploma in the Teaching of English Overseas

Further particulars and application forms available from—

The Secretary,
Department of Education,
The University,
Manchester M13 9PL

by Bert Lodge

The NAHT remarks that as a result of recent reorganization some staff involved in training post-graduate students lack practical teaching experience. "We would suggest that the head of department at the school takes the students into an 'apprenticeship' rather than students being supervised by a general tutor, possibly from another discipline, sent by the providing college."

Teachers in training should be paid as much as trainees in other professions according to the Society of Education Officers. In reaction to the increasing shortages of teachers in mathematics, science and craft, design and technology, the society says the Government's efforts so far to increase the numbers of teachers in these subjects are inadequate.

The existing training and retraining schemes and secondments are not building up the required teaching force, it says. The teaching profession needs to offer more money to compete with industry.

in-service courses for teachers from April 1980 to March 1981 are outlined in a DES booklet *Short Courses for Teachers*. Most of the 134 courses are concerned with teacher training techniques and fresh approaches to subjects.

Details of the Council of Europe Teacher Bursary Scheme, which offers places at short courses in member countries, are also included in the booklet which is available free from Teachers' Branch (Short Courses), Department of Education and Science, Elizabeth House, York Road, London SE1 2RH.

by Lucy Hodges

Legal advice was sought, demonstrations were held outside the Department of Education and Science and negotiations began with ministers and civil servants. But the gypsies got nowhere until they decided to take an individual complaint, concerning Mary Delaney, to Unesco. They complained that Bri-

by Jack Cross

primary and secondary schools should lead to consultations both within and beyond the educational system and give authorities and schools a much clearer view of national requirements; and some guidance about curricular objectives.

Catholics win e

cusses the general problem of defini- antihellism for a coalition system of

The Daily Express is quite aware of what Lady Yelling wanted its



Top coach

Sir,—The long absence of *The T.E.* was to a great degree compensated by the excellent feature article on McManis.

in an era when choice of school is becoming an issue. A good school having a large proportion of disadvantaged children may not compare favourably with a poorer school having a large number of highly motivated pupils. Also, of

Headmaster,
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SPORT

Soccer clubs attract brainier players

by Stanley Levenson

Today's professional footballer has a higher standard of education, even if he is not yet able to conjugate *four* or decline *pater*. Encouraged by the Professional Footballers' Association, more boys are coming into the game with O and A levels, and many already in the sport are seeking further qualifications.

Harold Laycock, lecturer at Huddersfield Polytechnic, Leeds, has confirmed this in his report on a Diploma in Further Education at Huddersfield Polytechnic. Seventy-four of the 88 League clubs answered his questions. Two of the responses, from highly respected managers in football, are particularly interesting. Mr Laycock could not name them, as they had answered his questions in confidence but both are strong advocates of education, believing that academic qualifications are an essential ingredient against the high failure rate in football. Only about 25 per cent of the intake remains in professional football after the age of 22.

One of the managers suggested scrapping the apprentices scheme, playing boys as amateurs who continue their education until it is certain that they will make the professional grade.

Although attendance is compulsory for the apprentices of only 15 clubs, more than half the boys in football do attend, bringing the average weekly attendance in the top two divisions of the league to 4.2 hours and to 3.4 hours in the lower divisions.

Most favoured part-time education is day release courses and is sought after by qualification as O and A levels. Mr Laycock asks if some boys should not be better directed to awards like the ONC and IGC or indeed to short tailored made courses followed by regular day release.

He and Mr Bob Kerry, education officer of the FFA, are now working on such a course for next year.

Mr Laycock's observation is that the public image of the footballer is not as intelligent as it should be. The career of Steve Archibald, Steve Coppell, Bob Wilson, Alan Gowling, all university or college graduates who have played football at the highest level, supports his view.

Scots are top life savers

For the third year running, a school in Strathclyde, Scotland, has come first in the United Kingdom finale of a life-saving competition.

The team of two boys from Vale of Leven Academy won the schools' shield in the national championships of the Royal Life-Saving Society, held in Coventry this month. And the Academy's girls team won second place in their class, scoring 312.1 points, only 1.5 fewer than the winning team from Wyndegate School, Kent.

Last year, the girls' team from Vale of Leven won the competition, while in 1977 a boys' team from the academy won the shield. For each of the three years, the school has sent the only Scottish representatives to the competition, to compete with the winners of 14 regional finals from England and one team from Wales.

Mr. Tom Murray, headteacher of the Academy, said: "No other school in Scotland has a record of this sort and we are naturally very proud and anxious to keep it. Although the members of the present team will be leaving school soon, there are plenty of others coming up to replace them and maintain the tradition."

technical detail of the empirical evidence did not make statements of generality—I assume that interested readers will go from this point of general understanding to the many detailed facts and texts which are cited as references in the book. Professor Mackintosh appears to lose sight of this in his review. Moreover, I feel the review to be unfairly imbalanced and selective, and written with an unfortunate air of intellectual superiority and arrogance. He concentrates on a few, well-known and heated areas of debate concerning IQ testing, and so by doing seriously misrepresents the book's coverage as well as its overall purpose.

No book is without its faults and shortcomings, and my book is certainly no exception. Nicholas Mackintosh, however, does not

readers to read. Its educational content is, however, ignored by reviewers, and decided to write with his readers' need to read.

Lady Young intends next January to intervene in the Curriculum Review. The Daily Express will show this on October 5 in an exclusive news story. Perhaps the editor of the TES should read popular papers before making an attack about their professional ethics.

BRUCE KEMBLE
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London, E14 3JF

Mrs Joan Bryant, as reported by Sarah Segre (November 23) can not go unchallenged.

She complains that it is her opponents who are "the real enemies", yet the record of the committee speaks for itself: for years it has dragged its heels on comprehensions, delaying previous Education Secretaries to the point that legal proceedings had to be threatened against it.

She claims that consultation is being carried out, so far as parents such as ourselves are concerned, this consists of a two-page letter received a few days ago. It is vague. In particular it neglects to say how allocation to secondary schools would be carried out for the majority after selection for the few. It is silent on hidden implications. For example, it quotes the absolute numbers of selective places and neglects to mention that in the one option these would provide for 10 per cent and in the other, 6 per cent, only of the children in any one year group.

The final indignity is the haste of this so-called consultation. The committee expects it to be completed for a decision in early January. At a recent meeting with Mrs Bryant representatives of PTAs throughout the borough had an appeal for more time rejected on the grounds that extra work it would mean for the Education Department. Easy to say, and ironic in view of the committee's past record.

DAN BARRETT (DR),
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OVERSEAS NEWS

United States

'Monolithic' high schools alienate students

from Clive Cookson

WASHINGTON Educational and training facilities for the 16-21 age group need a drastic overhaul, giving a much wider range of choice between school, college, work and public service, according to a major report on youth by the influential Carnegie Council on Policy Studies in Higher Education.

The council, whose previous studies have sometimes had significant impact on public policy to ward postsecondary education, was particularly critical of the "big monolithic high school and its deadly weekly routine". The report, entitled *Giving Youth a Chance*, says: "High school is an alienating experience for many young people, and like a prison—albeit with open doors—for some."

Drop-out rates from high schools remain substantial (23 per cent overall, 35 per cent for blacks and 45 per cent for Hispanic pupils) and 20 per cent of those who do finish school emerge with severe deficiencies in their verbal and mathematical skills, the report says. Opinion surveys have consistently shown that traditional secondary education turns off a high proportion of young people.

Therefore the Carnegie council recommends breaking up the high schools into smaller and more

diverse units. The United States needs many more specialty schools, similar to the magnet schools that already exist in some cities, concentrating on fields such as business, science, languages or arts.

"We believe that instruction in basic skills and general knowledge can be concentrated without loss of achievement in three effectively used days per week," says the council, which consists of 15 prominent educators and university leaders, chaired by Clark Kerr, former president of the University of California. The remaining two days of the week could be devoted to part-time jobs (subsidized with federal funds as in the college work-study programme for post-secondary students), to specialized training or to community service.

Another consequence of the high schools' failure is that the Carnegie council recommends the community colleges to take on much more responsibility for youth as a whole, including young people who do not want to go on to higher education. These junior colleges have been the fastest growing sector of American education over the past decade (partly due to the recommendations of earlier Carnegie reports). They already provide equivalent training, academic programmes equivalent to the first two years of a bachelor's degree, and nonacademic offerings for

adults in the local community.

Their new role, according to the Carnegie Council, "would involve being available to all youths in the community to advise on academic and occupational opportunities, to offer job preparation classes, to make job placements, to work out individual combinations of employment and classroom instruction, . . . to make referrals to service opportunities, employers and sources of legal and medical advice, and to refer to and to create apprenticeship programmes". In areas lacking a community college, other postsecondary institutions should be given these "youth service functions" instead.

Part of the money needed for colleges to fulfil their general responsibilities for youth would be transferred from the vocational educational programmes now in high schools. The rest would require additional government expenditure.

Other significant recommendations involving secondary education include:

● End compulsory schooling at 16. A handful of states currently have a school-leaving age above 16.

● Help high schools teach basic academic skills by giving them an additional \$500m in federal funds under the Elementary and Secondary Education Act, which is currently directed mainly at elementary schools.

● "Create job preparation and placement centres in high schools that will follow students for their first two years after graduation or their termination." Clark Kerr said this recommendation was suggested by the activities of Britain's careers service.

● "Experiment with vouchers and greater freedom of choice particularly among public schools." (However the report wisely shies away from a detailed investigation of the controversial issue of vouchers.)

The Carnegie Council came out against bringing back military conscription (see TES last week) although there are possible circumstances when it might become necessary later. At present "evidence that we are facing a crisis in our capacity to maintain a volunteer military service does not seem convincing."

A new voluntary system of civilian youth service should be set up, the report says. This National Youth Service would be started with an initial \$600m allocation from the Federal Government and matching funds from local and state agencies.

In addition to their wages, volunteers in the National Youth Service would be given credits in a new National Educational Fund. These could be withdrawn afterwards to meet the costs of higher education.

Another Carnegie proposal to provide more options for the 16-21 age group is to create many new apprenticeship programmes. The government should encourage industry to increase apprenticeships (combined where appropriate with classroom instruction in community colleges) by financial inducements and some changes in labour law. Military apprenticeships for 16 and 17-year-olds who are not yet ready for the armed forces are also suggested.

Added together, all the recommendations in the report would cost the United States Government \$1.4b to \$1.9b in 1980-81 and more as the 1980s progress. But the rising expenditures "should at least partly be offset by reductions in the social costs associated with drop-outs, juvenile delinquency, school security measures, among others", the council says.

The report "will be controversial", said Dr Kerr. Opposition is expected from the traditional high schools and the vocational education lobby. But the Carnegie Council consulted people in the Carter Administration and in Congress as it was being prepared, and Dr Kerr and his colleagues hope that some of their recommendations will be incorporated in the new youth Bill that President Carter is expected to announce early next year.

Hilary Wilce on a Colorado drive to help the United States' most educationally alienated minority of all



Working towards un nuevo dia . . .

Early this year the parents of 69 Colorado schoolchildren took the state board of education to court and won a decision that the system of financial schools was unconstitutional. The reliance on local property taxes meant that children from low-income districts had poorer educational opportunities than those from wealthy districts, the Denver District Court ruled.

This ruling, known locally as the *Lujan* decision after the principal plaintiff, is very much a son of the 1971 *Serrano* decision when, in a landmark ruling for American education, the California Supreme Court decided that the state school

financing system was discriminatory.

But behind the Colorado case is a pressure group unlikely now to rest on its laurels. The *Chicano* Education Project is determined to get a better deal for the state's Spanish-speaking schoolchildren—between 13 and 20 per cent of the school population, depending whether official or unofficial estimates are right. *Chicanos* are Spanish-speakers of Mexican origins.

CEP was founded six years ago by two young, energetic and fast-talking *Chicanos*, Gilberto Cisneros and William Rosser, both of whom had a history of civil

rights involvement. Cisneros cites his own experience as typical of the low expectations teachers have of Spanish-speaking students. He wanted to go to the Massachusetts Institute of Technology, but his school counsellor advised him to go into the navy instead.

Hispanic children, they say, are the most severely undereducated group in the country. Only 40 per cent complete high school, compared to 46 per cent of blacks and 67 per cent of whites.

A federal investigation in Colorado found that a disproportionate 90 per cent

of children held back in school had Spanish surnames, and that while *Chicano* children starting school were six months behind their Anglo fellow students by the time they were 12 the gap had widened to a year or more.

On a day-to-day basis these statistics translate into a mesh of discriminatory assumptions and actions. Things are no longer bad as they once were—25 years ago all *Chicano* first-graders in Denver were immediately placed in a special room under the school stairs—but *Chicano* students still tend to be picked up for the smallest infractions of school rules, they are more alienated and timid of the education process, and there are many instances of such blatant discrimination as the teacher who sprayed *Chicano* children coming into class with perfume, "because they smell".

CEP tackles this depressing situation by working in the villages and small towns of the state's rural south. It concentrates on involving *Chicano* parents, providing them with support and information, and boosting low levels of confidence.

Its workers spend much of their time talking to parents about the nuts and bolts of school financing and about their rights under the law. Both are complicated and highly technical areas, but the difficulties of instructing parents are barely familiar with the concept of an agenda the intricacies of authorized revenues bases has never been shirked. From its Denver headquarters the project has

out a meaty quarterly magazine *Un nuevo dia*, and runs training courses for community leaders.

It is also concerned with meeting the implementation of the state's much-lauded legislation, which CEP helped draft, planning to move into new areas such as educating parents about the workings of the education system, and testing their children's abilities, about pressing for the civil rights of pupils classified as mentally handicapped. Such plans, however, depend on funds continuing to flow from their many different sources.

Although they can be seen there are now more *Chicano* parents on school boards and committees, and a growing number of *Chicano* teachers. One *Chicano* high school principal has been appointed, and the general *Chicano* community has a new sense of its right to have a say in its children's schooling.

But this newly acquired confidence has brought to the surface prejudices in Colorado's schools. Divided communities of the CEP have caused a retrenching of attitudes among sections of the educational bureaucracy. Cisneros and Rosser see "at least 150 years" ahead and meaningful work.

Lujan decision was an agenda the intricacies of authorized revenues bases has never been shirked. From its Denver headquarters the project has



Len Tindemans

Republic of Ireland

Cash injection boosts flagging skills

from John Walshe

DUBLIN Five years ago, the then government decided there would be no further capital investment in the engineering school at Trinity College, Dublin. The embargo was part of "final" decisions on the future shape of Irish higher education; and the reasoning was that there were enough heavily subsidised engineering students in the country without more public funds being spent on capital investment of doubtful long-term value to the economy.

Now all that is changed, and Trinity is busily running no less than six emergency courses in its engineering school, on top of its now expanded courses. Nobody mentions the ban on capital development anymore.

Trinity is not the only higher education centre to have a sudden welcome injection of funds to run "special" courses. In all, 10 institutions have responded to the Government's plea for more electrical/electronic engineers, systems analysts, computer scientists and other experts in areas where there is a severe shortage just now. The Government has taken two other special measures to combat skill shortages. A recruitment campaign has been run in the United Kingdom to attract skilled people to Ireland (about one third of the applicants were non-Irish). New schemes to expand the output of craft skills, such as toolmakers, and fitters are also being introduced.

It is a far cry from the days of fashion for some years. It is back in vogue with the setting up of a Manpower Consultative Committee by the Minister for Labour, Mr. Gearóid Fitzgerald.

Strike action on three major fronts heralds a new period of conflict on the already confused Spanish educational scene.

Major teacher unions called a two-day strike on a national scale at the primary and secondary schools last week. The government offer of an 8.5 to 12.5 per cent pay rise has been rejected as falling short of the 16 per cent (the inflation rate), or a straight increase of £70 a month, demanded by teachers.

Apart from financial demands

the unions are claiming money to cover the cost of absorbing long-standing contract teachers into the permanent teaching corps.

Five hundred teachers at eight official language schools have also started an indefinite strike. The language schools are elite state-run establishments situated in the major Spanish cities, and with a total enrolment of 180,000 part-time students on a five-year language degree course. The teachers' employment conditions in these centres reflect the endemic deficiency of the state system—a total absence of job stability.

It was also recognized that they were "key occupations" in the sense that an adequate supply had spin-off effects for the employment of semi-skilled workers. The reverse was also true—shortages in these occupations could jeopardize the achievement of government job creation targets. Finally, most of the occupations came from the third-level educational system with the remainder coming mainly from the apprenticeship system.

● Average employment in manufacturing grew by 1,300 in the decade 1965-1975. This increased to 5,000 in 1976-1978 and the targeted increase to 1982 is 10,000 per annum.

● 750 new overseas companies have established plants in the Republic providing new employment, new technologies, new markets and new opportunities for Irish entrepreneurs.

● The traditional base of Irish industry has faced heavy job losses, substantial modernization and modernization has taken place among firms which have survived the transition from protected to free trade.

● There has been an emergence in recent years of Irish entrepreneurial talent, particularly in small industries. The rapid transformation of Irish industry has not been without its attendant problems, especially in the area of skill shortages. When the Manpower Consultative Committee pinpointed the greatest weaknesses, it was immediately recognized that the short supply of occupations were concentrated in the major growth industries of electronics, electrical engineering, drugs, building and construction.

● The Manpower Consultative Committee by the Minister for Labour, Mr. Gearóid Fitzgerald.

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OVERSEAS NEWS

Europe

MPs to press for Euro Brookings

BRUSSELS

Members of the European Parliament's education committee have decided to step up contacts with their opposite numbers in the Council of Europe General Assembly. They intend to hold regular annual meetings—the first is scheduled for mid-March—to discuss educational issues in Europe.

At their third session and the first to be completely open to the press, Euro MPs in Brussels at the end of November adopted a resolution supporting the protection of minority languages in the EEC. This will now be sent to the full parliamentary plenary meeting for the approval of the 410 members.

The committee is also determined to press for the early creation of the European Foundation. This would be a special kind of think tank, along the same lines as the Brookings Institute, and was first suggested several years ago by the former Belgian Prime Minister, Leo Tindemans.

Finally there is a move afoot to change the name of the committee to something more manageable. At the moment members labour under the unwieldy title of the Committee on Youth, Culture, Education, Information and Sport.

Commission backs youth training—but will it pay?

from Rory Watson

BRUSSELS

EEC social affairs ministers have given their broad support to a programme to develop the linking of work and training in the Common Market, a concept commonly known under its French name of *alternance*.

The scheme is being developed by the European Commission as one way to tackle the growing number of young unemployed. In 1974 there were 2.4m young people out of work, 33 per cent of total unemployment. By this year it had climbed to 5.7m, 39 per cent of total unemployment.

The Commission, which has now been asked to work out the details of the scheme, is also keen to back projects with financial aid from the European Social Fund.

This will cause considerable problems. According to the criteria which projects must satisfy before they can be supported from the fund, *alternance* schemes are at the moment ineligible for aid. This will mean changes in the basic legislation governing the fund's operations, which could take considerable time, even if governments are

prepared to go along with this. Secondly, the amount of money available to the fund is very small, less than 5 per cent of the Commission's 112½ billion budget, and the fund is notorious for its delay in making payments. Despite attempts to speed up the procedure, it is still referred to as the fund that never pays.

But Commission officials are obviously glad that they have the political backing of governments to try to develop their ideas further. They feel that training schemes should both help to develop the skills necessary for a particular job and at the same time give a broad enough background in case young workers have to adapt to changes in employment.

It is also recommended that, where possible, training should be conducted through various stages, so that account can be taken of possible interruptions in the course, which may be outside the trainee's control.

The resolution adopted by ministers states that minimum standards should be defined for the different training systems.

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Linda Hall teaches English and Professional Studies at Bulmershe College of Higher Education.

Power to which people?

In the first of three articles on the Education Bill now before Parliament.

Tyrrrell Burgess argues that the government's proposals on admissions could undermine local authority control of schools

The Education (No 2) Bill, now in committee in the House of Commons, is a bit of a mixture. Some of it is a repeat, with modifications, of the last government's proposals on school government, admissions to schools and the advanced further education pool. Some of it seeks to further the Government's policy of economy by removing the local authorities' duties on school meals and transport. Part of it concerns the Government's "assisted places" scheme. It is not, on the face of it, a major education measure. I believe, however, that its consequences for the organization of education will be profound. It will fundamentally change the distribution of powers and duties in education in ways which are unforeseen by Ministers and which will, in many cases, be deleterious.

The effect of clauses 6-9, on admissions to schools, can be briefly summarized. Every local education authority will have to make arrangements to enable parents to express a preference for a school, and the local authority will have to comply with the preference unless this would prejudice (in whose opinion is not stated) efficient education or the efficient use of resources, or would be incompatible with arrangements for selection by ability or agreements with aided schools. These arrangements apply also to schools outside the authority's area.

Appeals against decisions made by local authorities or the governors of voluntary schools may be taken to a specially constituted appeals committee. Schedule 2 of the Bill sets out the constitution of these appeal com-

mittees and the procedure for appeal.

The Bill also requires every local authority to publish arrangements for admissions to its maintained schools, including the policy followed in deciding admissions, the number of pupils "intended" to be admitted to each school, and the criteria for offering places at non-maintained schools. Authorities will have to publish information about each school, in accordance with regulations made by the Secretary of State. None of this applies to nursery schools or special schools.

These proposals are clearly part of the general move to enable parents to say what schools they prefer and to give them more information on which a preference can be based. Unfortunately, they do so in ways which increase central-

ization and undermine the responsibility of local authorities for the schools in their areas. They may end by offering parents not the rational opportunity of expressing a preference, but a desperate scramble for places in circumstances which are inconsistent and, because they deny to authorities explicit power to limit admission, is now a commonplace that government frequently do the opposite of what they intend. This is usually due to duplicity but to thoughtlessness and incompetence. The present government seems particularly vulnerable to this. It has asserted its desire to limit the power and influence of central government and to place responsibility where it properly belongs. Yet the

tion alone it is proposing to take unprecedented steps towards centralization (for example in the curriculum), to increase the powers of the Secretary of State and to remove responsibility from local authorities and others.

The present Bill is a case in point. Under the guise of giving parents more choice it proposes to introduce new ways in which the Secretary of State must regulate. It is often forgotten that regulations, published as they are in Statutory Instruments, are a form of legislation. They are quite as binding as Acts of Parliament.

Every new regulation means more law and less local discretion. It is important to ask why the Secretary of State needs to make laws about what information should be published on schools—and even about the manner in which it is published.

Why does the present Secretary of State think that he can do so much better in this than individual local authori-

ties? In any rational world it would be enough for him to insist (if this is what he wants) that local authorities enable parents to express a preference and give parents information which is adequate for them to do so. Most authorities will behave sensibly, and local pressure will influence the laggards.

It is also deeply ironic that a government dedicated to abolishing "quangos", now proposes, by detailed law, to cover the country with tribunals. Every local education authority will have to have appeals committees and the decisions of these "quangos" (as I suppose we must call them) will be binding.

Perhaps the worst feature of these clauses is the damage they may do to a local authority's capacity to fulfil its functions, under the Education Act 1944, to provide schools, to determine the system of education in its area and the place of each school within it. What the local authorities need is a way of determining all this and sticking to it. If they are

denied it, there is no way in which parents can exercise any rational or effective preference.

At a time when the school population is falling a local authority needs, in particular, to be able to set limits on the size of schools. Without this, the combined expression of parental preference may threaten the existence, from year to year, of particular schools. It could destroy an authority's scheme, even where that scheme had overwhelming general support.

For example, an authority might, after widespread consultation, seek to establish a varied provision of small schools, because this is what most parents say they want. But if any particular schools should suddenly become especially popular or unpopular, the authority might find itself having to close schools which had ceased to attract a sufficient intake, with a consequent reduction in parental choice and the enlargement of the

remaining schools against parental wishes.

This kind of dilemma can be resolved only by a local authority responsible to its electorate and ratepayers. It is not even recognized in the present Bill, which fails to give local authorities the explicit power (as did the earlier Bill) to set limits on the size of individual schools. Instead, it may place the decisions which will ultimately determine the authority's provision in the hands of appeals committees.

I do not suppose the present Secretary of State actually wants to destroy the local administration of education: his present Bill may ultimately do so. This is not something that he should leave to be cleared up after several hundred separate appeals committees have made decisions causing damage and confusion.

Tyrrrell Burgess teaches at the Centre for Institutional Studies, North-East London Polytechnic.

Whatever happened to expansion?

Can our beleaguered pre-school services learn from the experiences of other European countries? Martin Woodhead looks at some possible future directions

The care and education of pre-school children has been one of the key issues of the seventies, the subject of innumerable national reports, debates and research projects, as well as energetic local endeavours on behalf of young children. So, it is ironic that, as this International Year of the Child draws to a close, some local authorities are looking at proposals to reduce their financial commitment to pre-school services.

However, the history of under-five provision has seen many such setbacks, and there is no reason to believe that such proposals will obstruct the commitment to the pre-school years that has grown up during the decade. Indeed, the widespread nature of this commitment, extending beyond national frontiers, is an important feature of the present situation.

No longer just the concern of a handful of conscientious nursery teachers, enterprising parents, and dedicated campaigners, pre-school education is being discussed at a national and an international level. UNESCO, EEC, OECD and the Council of Europe now all include pre-school education within their programmes.

This increased interest in the youngest age-group no doubt reflects in part a general acknowledgment of the importance of early learning. But it is also inextricably linked to broader social issues, notably the origins of educational inequality, the feasibility and desirability of compensatory education, the changing character of family and community life, the role of parents in child socialization, and equality of employment opportunities for women.

Our British perspective on these issues has been tempered by our recent experience, notably the depressing effect of economic recession on the grand expansion plans of 1972, but also a hearing awareness that as a result of voluntary initiative, extensive playgroup provision has emerged which now outnumbers state nursery education.

As a result, we are preoccupied with questions of availability, and access—what form of provision is appropriate for young children and their families, how should priorities be decided at a time when demand exceeds supply?

Faced with a bewildering range of services for young children and their families, coordination has emerged as another key question—how to ensure that provision of the right type is in the right place,

how to avoid the frequent transfers that are the experience of an alarming number of under-fives?

At root is the question of professionalism—what is an appropriate balance between state and voluntary services, professional versus parents or community-run provision, in the interests of a flexible yet equitable pre-school education system?

In keeping with British tradition there is a tendency to de-emphasize the role of national policy-making in preference to local planning, local determination of the needs of an area, responsiveness to the local situation and the needs of children and families. This tradition has its virtues, but at the present time, because of the relative inertia of many local authorities, it only serves to accentuate inequalities in distribution of provision between different parts of the country.

In view of this tradition it is legitimate to ask whether international co-operation and the policy recommendations which result are likely to have any relevance, at all, to British planning. Yet there is a good case for looking beyond our current preoccupations, setting our experience of services for the under-fives within a broader context.

With few exceptions, other European countries have also experienced a rapid growth in pre-school education, whether it be in the form of "école maternelle", "vorklassen", "børnehaver", "folkskolen", or whatever term is used to denote educational provision for children below compulsory school age. The Council of Europe has for the past six years provided the venue for a co-operative pre-school project involving national representatives from member states, pre-school practitioners, inspectors, administrators and researchers.

Regular symposia to discuss pre-school issues have been supported by country reports and case studies. From early deliberations, five central themes emerged which have been the focus of subsequent work: the compensatory role of pre-school education, the role of pre-school education in the integration of migrant workers' children, planning pre-school education in sparsely populated areas, co-operation between parents, pre-school education and the community, and the link between pre-school and primary education.

Of course the delegates had not been

talking for long about their respective experiences of pre-school education before they penetrated the superficial layer of similarity, and discovered that at root pre-school systems in member states are founded on quite different bases.

To start with, there is no single age-range covered by pre-school education. Since "pre-school" is usually defined by reference to the age of compulsory schooling, which ranges from five years in the United Kingdom to seven years in Scandinavia, with most countries opting for six, the Scandinavian pre-school is, in terms of age-structure, more like one of our reception or infant classes. There is not a clear lower age-limit either, though in practice most countries do not admit children until they are three years.

Comparisons between member states are also made difficult because of the big variations in the extent of provision. In general, the more industrialized countries offer higher levels of provision, but precise levels reflect national history and culture. Thus, in France, Belgium and the Netherlands, countries with the highest levels of provision, virtually all five-year-olds attend pre-school education, even though compulsory schooling does not commence until six.

By comparison with these countries, the level of educational provision in the early years is relatively low in the United Kingdom, despite the youngest compulsory starting date. Comparisons of the development of British and French provision in particular repay study. From similar beginnings, the two systems sharply diverged in the first decade of this century. France formally sanctioned the young children to enter school, and opted for the establishment of a standard municipal service, the "école maternelle", which now serves 99 per cent of five-year-olds, 97 per cent of four-year-olds, and 82 per cent of three-year-olds.

By contrast official British doubts about the quality of education in "babies' classes" of elementary schools resulted in a reversal of the trend to admit young children to school, and the splitting-off of nursery schooling to serve only children in special need. It is salutary to recall that the official figure of 43 per cent of three- and four-year-olds in school in 1900 has still not been matched to this day, despite vocal pressure groups and repeated government initiatives culminating in the White Paper of 1972. There are other important differences

besides quantity. In organization of curriculum the French pre-school more resembles primary schooling than does the British. There is a tradition of common training for pre-school and primary teachers, "école normale", matched by common salaries and conditions. But, most important, the teachers are the only professional group, working with ratios of support only by "femmes de service".

The tendency to group children by age and a more formal programme of studies follow from these staffing features which are less acceptable to British nursery practitioners, who favour mixed age groups and an informal emphasis on individual attention. In Sweden, made possible through the employment of a second professional group, nursery nurses (National Nursery Board trained), and ratios of adult to 13 children.

France also illustrates a unified school system under the central control of the Ministry of Education, with no voluntary provision, and the equivalent to our day nurseries, "crèches", serving only the very young children (two years and under). It is generally true of the francophone world, and contrasts with the diversity and sometimes fragmentation of provision in other member states. The United Kingdom is unique in having a parentally well-developed and organized voluntary playgroup movement which does employ teachers and provides, for many, if not more, under-five than nursery education.

West Germany and The Netherlands are similar in some respects in their initiative for pre-school development came initially from the church, and private associations. But these have generally been modelled on the state system and largely been absorbed as part of official provision. In the United Kingdom, 75 per cent of private kindergartens are run by private voluntary associations (the Catholic Caritas Association) are supported by 50 per cent of state grants.

These marked differences in pre-school education between member states have proved a major stumbling block to the effective co-operation of the Council of Europe in every stage of the project. The programme, were it not for the individualistic perspective on early education, shared by all the member

This shared vision was reinforced by an acknowledged common heritage of pre-school philosophy.

Especially important was the inspiration of early pioneers, notably Froebel and Montessori, who had achieved European status during the formative years of pre-school education. Instead of proving an obstacle to co-operation, this diversity was turned to creative use, offering insights into alternative perspectives on similar problems.

For example, responsibility for pre-school education usually resides with the Ministry of Education in member states. This has the advantage of encouraging a link between the pre-school system and later stages of education, in terms of organization, staff training and conditions and, most important, the curriculum. The Netherlands has taken the desirability of continuity between stages to its logical conclusion and opted for the complete integration of pre-school and primary education. The Netherlands' experience provided a valuable case study for the Council of Europe work.

Although generally favouring a strong link between pre-school and primary education, the recommendations which represent the culmination of the Council of Europe's work also recognised that some member states have another perspective on the problem. In particular, Sweden has opted for integration of a different kind.

Swedish pre-school policies emphasize the danger of fragmentation among the services for the young child and his family. This is especially true where pre-school education is under the responsibility of the education authorities, while other pre-school services have a quite different administrative base, as is the case in the United Kingdom.

The Swedish solution has been to integrate all pre-school services under the responsibility of the National Board of Health and Welfare, thereby serving to emphasize the broad social, as well as specifically educational function of pre-school education.

In the United Kingdom we seem to prefer less radical solutions to very similar problems. "Integration" is not part of current British policy, the expression "coordination" is preferred, both among pre-school services and between pre-school and primary education. Whether coordination is sufficiently positive a policy of merely a stop-gap measure at a time when central and local government lack the resources to make a more fundamental reappraisal of services, remains to be seen.

For some, the inability or reluctance

of L.E.A.s to implement on a large scale the White Paper proposals for expansion, has provided a valuable "breathing space" during which we have been able to reconsider the direction which pre-school planning should take. For others it represents yet another delay in the long overdue establishment of properly financed and staffed educational facilities for young children.

Whichever view is held, one thing is quite clear. The United Kingdom still has a long way to go in developing adequately planned services for pre-school

children. The "breathing space", if such it be, is not an opportunity for complacency, but for reflection on the possible directions pre-school services could take.

A major conference is being organized by the Council of Europe from December 17-20, as a further contribution to the international study of young children in European society in the 1980s. The themes of the conference are relevant throughout western Europe. They include: the needs and rights of children; the family in a changing society; an integrated concept of care and education;

community involvement and parent participation.

We would be wise to resist insularity and study the directions taken by others before formulating a plan for our own children's future.

Martin Woodhead is Lecturer in Educational Studies at the Open University and has recently completed a report of the Council of Europe's pre-school project (1971-1977). Pre-School Education in Western Europe: Issues, Policies and Trends, Longman (£4.50).



'It is ironic that, as the International Year of the Child draws to a close, local authorities are looking at proposals to reduce their financial commitment to pre-school services.'

History, analysis, life, ideas

Every year yields its crop of books on Marx: 1979 was no exception. Alan Ryan surveys the field

Karl Marx's Theory of History: A Defence. By G. A. Cohen. Oxford University Press £10.50. 19 827196 4.

Main Currents of Marxism. By Leszek Kolakowski. Oxford University Press (three volumes) £7.95, £8.50 and £8.50.

Marx's Interpretation of History. By Melvin Rader. Oxford University Press £6.95. 19 502475 5. £3.50. 19 502475 3.

Marx's Fate. By Jerrold Seigel. Princeton University Press £11.00. 691 05259 X.

Karl Marx: A Political Biography. By Fritz Raddatz. Weidenfeld and Nicolson £10.00. 297 77414 X.

Almost any account of the career of Karl Marx and the fate of his doctrine will be a "political" account; a sufficiently bare and

stunningly boring recital of dates and places and tables of contents might just about qualify as a non-political account, but even then the defenders of a reflexive intellectual history would surely be right to attempt political significance into the attempt itself, if not into its content.

None of these works fall into the category of a bare recital: Mr Cohen's defence of Karl Marx's Theory of History is, perhaps, the barest of them, but only in the sense that its aim is to give the clearest possible account of what Marx's historical materialism committed him to, in order to show that, for all its many critics, it may be true. Let that sound like a very cautious undertaking, it is worth remembering that some very tough and intelligent critics, such as John Plamenatz and H. B. Acton, have argued that Marx's views on historical change were necessarily confused because the various elements which were offered as causally more and causally less important could not be distinguished from one another. It was not that forces of production did or did not cause alterations in relations of production; rather, Marx did not and could not distinguish them from one another in the way the theory demands.

Cohen does not set out to do the historians' job—that of showing that apparent counter-examples to Marx's claims about the economic determination of social and political change can in fact be accounted for—but to do the analytical ground-work for the historian—that of showing what sort of claims are at issue. In effect, Cohen represents Marxism as a sort of functionalism: relations of authority, official and unofficial, come into existence in order to allow available productive forces to be used as productively as possible. Almost as much effort goes into showing that functional explanation is not viciously circular as goes into showing that Marx was offering functional explanations of institutional change and persistence. Naturally, Cohen thinks that the theory once cleared of confusion strongly suggests the desirability of socialism and the fallacy of capitalism; but neither millenarian nor catastrophist for rule by intellectuals from the Collège de France will much like the plainness of this rather rationalistic Marxism. Anyone of a mind, however, will certainly appreciate its considerable merits.

Leszek Kolakowski's three volume history, *Main Currents of Marxism*, is probably the most notable event of the past year's reflections on Marx and his followers. It is, remarkably, for almost more reasons than one could list—a reason, however, is that it is a handbook, and one thing that can be over-emphasised is the sheer usefulness of the book: the second volume, in particular, is an invaluable scholarly guide to the richness of Marxism in "the Golden Age". Marxists will no doubt flinch at the fierceness with which Kolakowski insists that what ever else Marxism is, it is also one of the latest and most disastrous forms of the old heresy that Man can become God and establish his Kingdom here on earth; but the way in which Kolakowski brings on to Marx's place in a theological and eschatological tradition is one of the things that makes this such a distinctive and engrossing piece of work.

Anyone who has been fortunate enough to avoid close contact with the social-political but intellectual horrors of Stalinism is in a more position either to praise or to criticise Kolakowski's account of the degeneration of Marxism into Occasionalism. One may feel that Kolakowski's account of the Soviet ideological and political life is likely to feel that there is

no "too far" in this context. Again, when Kolakowski ends his account of the Frankfurt School with the claim that "it was not so much a continuation of Marxism in any direction as an example of its totalisation and paralysis", one may feel that this is a bit much until one starts trying to think of something in the work of Adorno, Fromm or Habermas which is distinctively and distinctively Marxist.

Melvin Rader's new book on *Marx's Interpretation of History* is neither as austere as Cohen's account, nor as desperately engaged with the practical consequences of Marxism's political successes as Kolakowski's. It is at any rate sympathetic to Marx, though it suggests that he may have had some trouble distinguishing between the various models of social causation to which he was committed—the emphasis on dialectical transformations, the seeming reduction of everything to mere effects or reflections of an economic base, and a richer organic model, which in turn is susceptible of more narrowly and less narrowly biological interpretations. Rader's scope is very wide, in the sense that he does not just tackle the question of how the productive forces are supposed to determine the whole of social history but issues such as the reduction of aesthetic considerations in Marx's theory, Marx's debts to Hegel and Feuerbach and so on. There's a certain eagerness about some of it—Rader cheerfully says that productive relations just are productive forces, without pausing to worry about the consequences, for example—but it is generally lucid, based on a wide reading in some unobvious places, and remarkably even-handed in its treatment of conflicting views. Not many commentators exhibit such warm and friendly feelings towards both Feuerbach and Althusser as Rader does.

If Marxian doctrine is characteristically elusive (science or philosophy, or even social poetry?) Marx's own biography affords a good deal of scope for ambivalence too. Professor Raddatz's "political biography" of Marx both captures a lot of the ambiguity in Marx's own existence and exudes a good deal of ambivalence on its own account. That is, Raddatz says that Marx's insights into the workings of capitalism and the political systems associated with it are extremely brilliant; he also suggests that they are frequently absurd and anything but insightful. But it is the tone of Raddatz's biography that particularly jars—the sub headings of some of the chapters convey the flavour. "The student falls in love with 'Queen of the Ball and goes to Berlin'; 'Showdown with Bruno Bauer'; 'Private gentleman by the fireside with his sherry and his books'. Too often, it looks as if Marx is to score points off Marx himself—as if character assassination is a legitimate form of doctrinal critique—but then this is belied by Raddatz's frequent expressions of enthusiasm.

Most of what Raddatz tells us is pretty familiar, and it is, of course, wildly alarming. Like other writers, Raddatz boggles at Marx's capacity for spending money, and especially his boggle over Marx's domineering temperamental—though it doesn't quite as clearly as he might that the evidence mostly comes from people who had an interest in representing themselves as his enemies and more conciliatory than they were.

The private life of Marx is a topic of some interest: Marx's unwillingness to let his daughters have anything like a normal life is a living example of the abolition of the family, and who traced the oppression of the division of labour back to the division of the sexes in law, in just families, and in nearly all societies. The book is also a little bit of a New Left Book, in that it is not only brief, clear, and sympathetic to its subject, but well illustrated, nicely printed and cheap.

and insisting that Lafargue should make his intentions known to her. But, even here, where it's hard to know whether Lafargue could think that Marx's anxiety on the score stemmed from genuine pity of having "wrecked" the life of Jenny, his wife.

But what one misses is any attempt either to see further into Marx's psyche or to wonder whether his achievements were worth the sacrifices he imposed on himself and everyone else. The contrast with Yvonne Kupp's *Eleanor Marx* (now in Virago at £3.95 and £6.95) is instructive; it is just that Mrs Kupp is more accurate (compare her account and photograph of 9 Grafton Terrace with Raddatz's description of it as "smart town house") but that she is smartly worried by the issue of whether Marx could have lived as a proletarian and still got any work at all done.

She insists that he could not, of course, Mrs Kupp believes that Marx was in his unfinished state a masterpiece well worth the sacrifices made for its sake, and it is evidently believed in the validity of the proletarian movement in a way that is entirely foreign to Raddatz; but mostly, it's a matter of her bothering to get inside the subject matter in a way he does not.

The example of Mrs Kupp's biography of Eleanor Marx might be brought forward in support of the case that one needs to have to write understandingly about it. It is a counter-example to any and all psycho-biographies, in that it is serious and generally successful attempt to show how Marx's permanent disposition him to adopt a view of the world rather than another without collapsing a very elaborate body of theory into a technique for expounding the gap between appearance and reality owed something to Hegel's philosophy and to Marx's consciousness of the need to keep up appearances when he was actually drowning in debt—but it is actually drowning in debt—a certain sort of breakthrough in economic theory.

Seigel sets out the extraordinary intellectual appeal of Marx and his considerable skill—where other critics quarrel over whether Marx was too technically an authoritarian or a democrat, and where he is informed but equally crude criticism notice that on different occasions Marx seemed to be both, which catches the urgency with which Marx tried to visualise political transcendence, the oppositions of organization versus authority, participation versus authority, and so on. He is perhaps too eager about the possibilities of transcendence, but the world might be intrinsically incoherent?—but he at any rate picks up its attraction as a goal. And he takes it seriously, not just as a relation between Marx and his world but as a human being trying to lead his own life, where Raddatz is content simply to chronicle the way in which Marx helter-skelter a regular job nor used the time left him to pursue his own ends and to conclude with a few, slightly odd, personal remarks, which are explained, just how easily he could have earned enough to live on in comfort than Raddatz as well as much better than the sense of Marx's refusal to do so.

Although Seigel's book is a good deal more detailed than most accounts of Marx's career, it would be still going for readers who are entirely unfamiliar with the ideas of Hegel, Freud or Marx. It is a book of the past, in that it is a collection of books to which anyone wanting a "life and times" of Marx would have to add a great deal of other material.

One of the best of the new biographies of Marx is by Werner Blum, *Marx: A Biography* (published by the New Left Books). It is not only brief, clear, and sympathetic to its subject, but well illustrated, nicely printed and cheap.

Messages from Kirkwall

Hilary Finch on Peter Maxwell Davies's new work for children

It used to be the case that if you wanted to commission a work from Peter Maxwell Davies and you didn't have the money, you dug out your credit card. Now he has electricity and you have to wait your turn in the long queue.

Peter Swan did his share of peat digging for three pieces for percussion when he was teaching music at Gosforth; now, as director of music at Manor Park School, Newcastle, he is waiting—and meanwhile has been busy preparing the first performance in England of Maxwell Davies's "Kirkwall Shopping Songs".

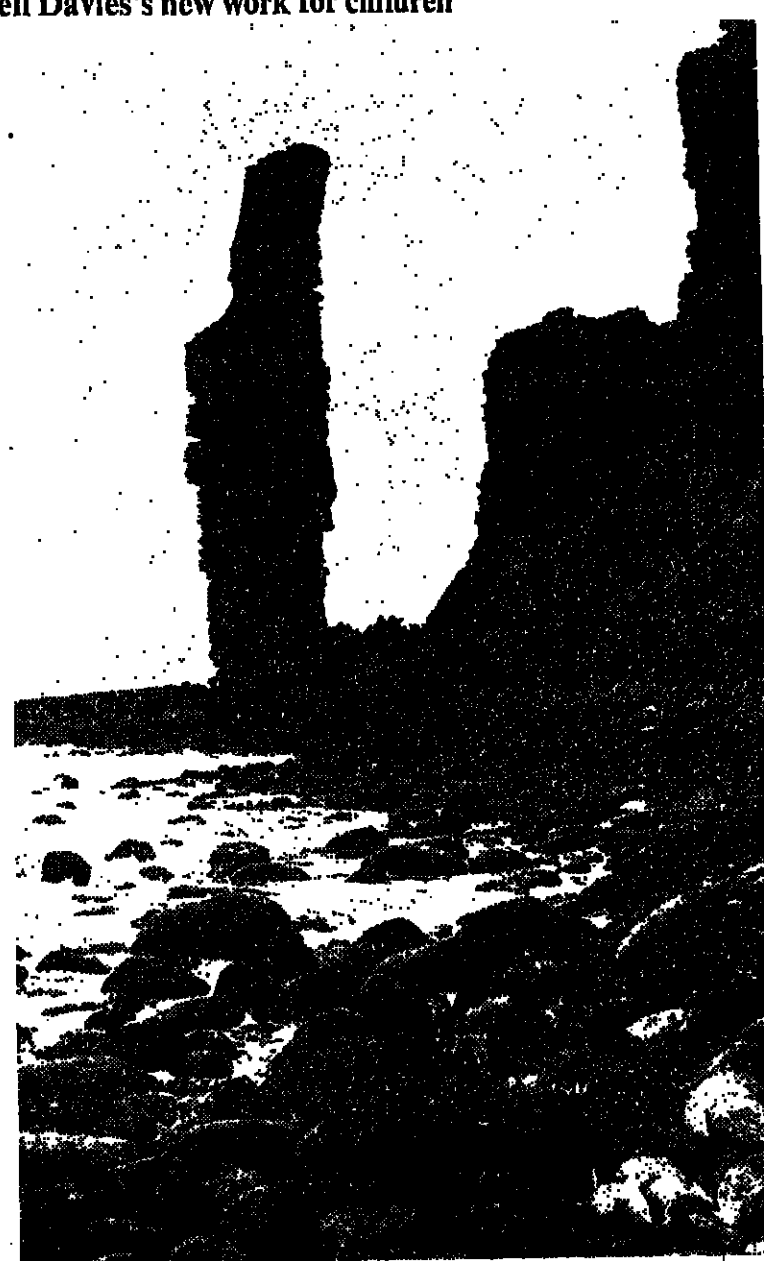
Originally called "Kirkwall Messages", they were written for Kirkwall Primary School and first performed at the end of Manor Park School's concert on November 27 and involved 150 children, aged between 11 and 13; a strong, clear choir of about 100, with recorders, glockenspiels, xylophones, piano and untuned percussion.

"Granny's due from Westray in a boat across the sea"—and before she arrives, six songs and three instrumental interludes away, the music and words (also by Davies) take us through a strange day in which fantasy and reality blur into and modify each other in the mind of the child going shopping. Words act as springboards for weird, episodic trains of thought, and musical riddling in the form of canonic entries and cross rhythms sorts out the change in the baker's shop interlude.

There is the fun that mingles with terror in the old lady with the stick, the lions den ("where they feed the lions on ministers and council men"), the strong detail and bright reality of the "peppery mince, ratraps, tiddlywinks, hup-jacks" and the unerring visit to the shoemakers for a sole—only to be metamorphosed into a seal.

Like the best folk songs and nursery rhymes the words and the music are terse, witty and timeless; the musical ideas are simple but by no means easy to perform. "Hoy Sound", for instance, is an interlude in which the cross-phrasing of three ostensibly simple thematic strands mirror sea waves; and it demands a lot of concentration.

"It was a bit rough, wasn't it?" ("Well, it is the roughest stretch of water in the British Isles...") The children of Manor Park, though quite a bit older than those at Kirkwall, were every bit as enthusiastic about the music and gave it an energetic and imaginative performance. When so much writing for children is verbally coy and musically condescending it is good to find a composer who, writing for and working with children so much, has further and think himself deep into a child's mind. What marks this work out is the integrity of its



The Old Man of Hoy

imaginative conception and the concentration of its expression. Manor Park School will give further performances of "Kirkwall Shopping Songs" on December 20 in St Francis Church, Newcastle, and in March next year as part of Newcastle's 900th anniversary celebrations.

Lord of the dance

Rosemary Hartill

London. Contemporary Dance Theatre's new "biblical" programme, which opened the London autumn season at Sadlers Wells last week, is a fresh reminder of the age-old relationship between dance and religion. The programme includes four ballets, three by the company's American artistic director, Bob Cohan, and a fourth by the leading male dancer, Robert North. Two of the works were specially choreographed for the Jerusalem International Seminar on the Bible in Dance, which the company attended in Israel in August.

Songs, Lamentations and Praises, Robert Cohan's new ballet, is like a semi-pagan celebration: "A 40-minute showpiece for the whole company, it is based on specific biblical texts—first a lyrical, though unmemorable, interpretation of a verse from Song of Songs; then a passage from Lamentations, where the dance and music seem to give a primitive fear rather than a sorrowful self-knowledge; and finally a section from the Psalms, which through the music's driving rhythms and the aggressive masculine choreography, displays to great advantage the company's athletic skills. It is not, as two and reverence of the texts.

Completing the programme are two Cohan revivals—*Hunter of Angels* about Jacob and Esau (1967) and *Subst Mator* (1975). The set of *Hunter of Angels* is a stunner which has to bear not only the weight and swings of the two dancers, but the far greater weight of a deal of heavy-handed symbolism to do with angels' wings, Jacob's ladder and balancing relationships. It now looks very dated.

But the *Subst Mator*, a portrait of the Cross, remains as strong as ever. With choreography (like its Vivid musical setting) at once impassioned and restrained; it speaks movingly of friendship as well as sorrow. Next week, December 12-14, LDDT are at the Bristol Hippodrome.

A thespian's delight

An Actor and his Time. By John Gielgud. Sidgwick and Jackson £8.95.

Culled by John Miller and John Howell from a BBC radio series in which Sir John Gielgud spoke about his life and times, this absorbing book is much more than a recital of a great actor's career. It is a lively history of our theatre from Edwardian times to the present, told with wit, wisdom and humour.

It is full of delightful stories. His famous theatrical predecessors, actors and directors he worked with in celebrated productions, and the world as he described with refreshing candour and generosity. He brings to life again Duse, Mrs Pat, Komisarjevsky, Marie Tempest, Granville Barker and others. There are lovely, contrasted word-portraits of Edith Evans and Sybil Thorndike. His enduring admiration and affection for Aschcroft, Richardson and Olivier is simple and sincere.

Free to touch on things as they arise by association, Gielgud illuminates everything he touches: acting in Shakespeare, speech, stage design, preparing a role, comedy and tragedy. Handsomely produced, with a wealth of good pictures and useful biographical notes (some times a little dated), it will make a splendid Christmas gift. John James

Comic disarray

John James on West End comedies

Rookery Nook by Ben Travers at Her Majesty's Theatre. Last of The Red Hot Lovers by Neil Simon at the Criterion Theatre. Middle Age Spread by Roger Hall at the Lyric Theatre. The Glass Menagerie by Tennessee Williams at The Round House.

For a farce to succeed, as Ben Travers said in an interview recently, the characters must be presented as serious-minded ordinary people thrown into comic disarray by threats to their strictly conventional mode of life. Establish the upright conventions, introduce the catalytic elements of human weakness, and the result is genuine laughter. The hen-pecked husband turning on his tormentor, the humiliated official (in his most potent English guise), an ecclesiastic dabbling in the giddy complexities of life covering lies have been good for laughs since time was.

Rookery Nook is one of Ben Travers's most famous farces. Frank Dunlop's Birmingham Repertory Theatre production, now brought to London, is disappointing. There are laughs of course—Ben Travers has seen to that. But they are largely mechanical and forced, the result of the author's plotting the outrageous funny business invented by the director or re-employed by actors famous for their comic talents. The main trouble with this production is its lack of seriousness, a luck which proves fatal to laughter.

One of the reasons for the survival of farce as a theatrical form is its ability to present a challenge to established order while at the same time affirming it. The comic radicalism is balanced on a found conservation. In theatrical terms this means accepting the characters as serious creatures caught up in a comic dilemma.

When Nicky Henson, on a running errand, turns expert forward-rolls over a sofa and lands on his feet, we are astonished at the actor's artfulness. But the calculation behind this destroys credibility in the character of Gerald Popkiss, the silly ass. Similarly, Dora Bryan's hilariously silly walk, up and down stairs is a good and even trick, but it seems to belong to the comedienne rather than to Mrs Leverett, the formidable daily help, she is supposed to be. This manipulative approach to the play reduces it to a series of comic routines performed by generally old and tried comedians whose expertise serves a notion of being funny rather than bringing *Rookery Nook* to life. Andrew Robertson has something of the right grasp, but this production is finally not about people; it is not about anything, but the mechanics of making people laugh.

Neil Simon's expertise at making people laugh is beyond question. But his play (though not his films) seems to suffer in transfer from the States and success has eluded him here. In *Last of the Red Hot Lovers*, directed by Eric Thompson, he has failed again. Barney Cashman, a Jewish restaurateur, has been faithful to his

wife through over 20 years of marriage. He is now 47 and feels that he has missed out on the excitement of illicit sexual relationships with other women. In three acts he fails to make it with three women. The first act ends with a discussion on the prospect of death, the second with a cry for help, I left in despair before the third. The uneasy mixture of one-laughs lines with homespun philosophy and the author's patently manipulative techniques drove me out. Les Monaghan lacked charm as Barney; Susan Engel was so excellently hard-boiled as Elaine and Georgina Hale so extreme as Bobbi that one was left wondering at Barney's menopausal taste in women—wondering if he or they had any life outside a playwright's mind.

The upsides of the male menopause are employed to much greater comic effect in *Middle Age Spread* directed by Robert Kidd. The newly-appointed headmaster of a secondary school and his wife are giving a dinner-party. Their guests are teachers in the same school: Reg and his wife, Judy and her fiancé. During the party we are taken back to times before it began: 10 weeks earlier, diminishing to two weeks later. Much of the talk is about contemporary social mores, education, life, love and uncertainty. We see the deputy-head become headmaster. He has an affair with Judy. His daughter (unseen) becomes pregnant by Reg's son (unseen), and the tensions between Reg and his neglected wife come out into the open.

It is familiar ground, but gone over with such charm, humanity and good humour that it delights throughout. The characters are presented so faithfully, with an affectionate regard for their human foibles, that an excellent cast wins joyful laughter based on a recognition of shared human experience. Richard Briers is wonderfully comic in a play which treats of real (if idealized) people in real (if heightened) situations—and laughter springs naturally from both.

True laughter—and tears, too, spring from the revival of *The Glass Menagerie* brought to London from Sheffield's Crucible Theatre, directed by Peter James.

Amanda Wingfield, a faded Southern Belle whose husband left her years ago, lives in an apartment in St Louis with her children Tom and Laura. Laura is a cripple who escapes from reality into a world of glass animals; Tom escapes into the fantasy-world of the movies. Amanda longs for a Gentleman Caller to court Laura and Tom finally brings home a workmate for the purpose. He proves to be the hero of Laura's school days but already engaged to be married. Amanda is outraged. Laura recedes further into herself and Tom runs away to sea.

Veronica Roberts (Laura) is heartbreakingly shy and awkward; Clive Arndell (Tom) is deeply moving; Malcolm Ingram's Jim is profoundly human. Gloria Grahame acts well but is not quite in their class.

A doleful drama

Dole Queue Fever. By John Burrows and Rick Lloyd. Major Road Theatre Company.

Few titles can have so aptly summed up the plot of the little play as *Dole Queue Fever*. Debbie Bishop (played by Harriet Laundown) is unemployed, being unable to accept the sort of employers who will accept her. Something of a vocalist, she is teased with the level of argument in song, when in walks self-confessed wondrouscount Martin Hicks, to give a lecture on the unemployed.

A number of more or less comical but always sadistic scenes look at the causes of unemployment, until the play peters out in a final song which gives no feeling of completion. By this time the blame has been roundly landed on capitalism. The play is a series of simplifications, generalizations and one-sided arguments.

Doubtless this has a value in provoking discussion, and might be useful for some of the 15 to 16-year-olds at whom the show is primarily aimed. However, it is wedded to far more complex images, such as that of the "little lady", a feeble crone in process of emigrating who can still pack a karate chop when challenged. This represents vicious Business despoiling the nation. Anyone who works that out is hardly likely to be satisfied with the level of argument elsewhere in the play.

The production, by Graham Devlin, contains some neat, humorous moments. It is acted with considerable efficiency and Roy Weiskin, as the kind of scout to give Ralph Ragdoll highfives, carries the main comic burden very well.

Timothy Rubden of the Major Road Theatre Company (Glasgow) will be at the Guelphian Theatre, during the following week, at youth clubs in the Bradford area.

Getting away from it all

Fred Sedgwick reflects on some of the educational benefits of the school journey

The school journey is, of course, a traditional feature of English educational life. The children are usually 11 or over—yellow-skinned, mildly terrorizing, and utterly unimpressed by the French cooking in Normandy are two images that come to my mind with disturbing memories in tow.

We have long been in the habit of taking six-year-olds away camping for three days, and eight-year-olds for a week to a YATCA centre in Hampshire. Other heads question the exercise: aren't the children a little too young?

In fact, eight-year-olds are easier to take away because, as a rule, they don't suffer from homesickness. This is an adolescent and pre-adolescent disease, and a very infectious one. As soon as one child on the verge of puberty starts missing home, the conscientiously passes round her delicious feelings of romantic agony. Soon you have a weeping mass of female humanity for whom, in my experience, it is nearly impossible for the most motherly teacher to do anything.

Younger children enjoy it all. If their parents were aware of how little they were missing, they might be caused some pain. My charges seem able to take in loco parentis very literally.

The main benefit of this kind of journey can be summed up under the heading "Relationships". First, the teachers' relationships with the children are changed utterly, and kids being what they are, happy and honest, the change in the relationship is almost always to the good.

I found, when we got back and put on an evening's entertainment for the parents, displaying the work we'd done, that the children would argue with me in a polite and humorous way: that, in other words, they were quite sure of the comradeship that existed between them and (I say it without blushing) their second most significant adult friend.

The relationships among the children changed interestingly, too. One timid little girl discovered it was easy to find ways of being inconspicuously kind to her peers, while another group were bullied by the circumstances into tolerating behaviour they would have considered hopelessly eccentric in the school playground, and, possibly, worthy of militant repression.

One huge benefit is the quality of the work the children do back in school. We don't take clipboards round the castles and cathedrals that we visit, testing that they can only detract from the quality of the experience; our children play loudly, and thus other schools who have to fill in a questionnaire every evening, and thus have lessened sessions in the evening; to them the week must seem a blissful seven days absolutely free of pencil and pen.

But for the four or five days after homecoming, they are bombarded with carefully chosen reminders of their week: in the shape of photographs, postcards and objects ran-

domly picked up all over Hampshire: as well as rather traditional writing, art and music lessons.

Our 28 had listened with a sense of glorious horror to a sailor's account of life on HMS Victory; the little boy who'd run the powder from supply depot to guns might well have been their own age, or even younger. Matthew, aged 9, put himself in the boy's shoes:

Powder Monkey

"I am running up and down the stairs, pulled out, with lots of work to do. It's noisy. I look tiny like a monkey compared to those giants. There is horrid moaning, groaning of people dying in agony.

I sit on the barrel with the spittoon between my legs, the men spit the black from their throats.

It's smoky. I can't see properly. I keep stumbling, almost falling down steps. People are coughing, spluttering.

It's a very hard life."

This kind of work makes a telling point against too much "topic" or "project" work, which is usually done from textbooks in the form of completely undigested chunks of Mr Sellman's or Mr Unstead's prose. Drawings of Viking ships done from "artist's impressions" in one of these authors' books, and wall displays headed "Monasteries", when children haven't got within any distance of one, have a "progressive" schools a bad name.

Writing about cathedrals, or Roman Britain, seems to have some point when you've been



to Winchester, and seen the marvellously-kept dig at Fishbourne. This writing has something in common with what "real" writers are doing: facing the experience with open ears and eyes, trying to recapture it for themselves, and recreating it for others, whether in an ordinary childlike style like Adrian (aged 9), or in a would-be-sophisticated one like Nicholas (aged 8).

Hayling Island

"Hayling Island was so rough that I didn't know what to do with myself. The beach was all stones and flints. I had my boots on, but it was just hard luck. I got soaked. It was so rough that the water came over my boots. I even had to change my trousers when I got back to Fairthorne Manor. Tim fell over in the waves. He had to have a shower when he got back.

The wind was terrific and a bit of paper blew away. I ran into the wind in a try and get the bit of paper. Paul laughed like mad as I was running.

Hayling Island was a super place."

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New Forest

"I pick up a cone. It's like a mass of hills in a picture.

It has the toughness of clay. I bring the cone back in my hand. It falls with power and a thud. Then I spotted a mixture of colours, an echo of everyday forest.

The atmosphere is close, people running in and out of the bracken. Then all of them run to their own place, all rushing to base. The teachers calm us all down for our picnic.

Then an acorn fight starts. Ow! You pig! That hurt, you nut!

Then we leave."

On one evening at the camp we use, there is a traditional "knockout" competition between all the schools. Partly because ours are younger than all the other children, and partly because we find the air of frantic competition ugly ("You stupid, stupid boy, you let the whole school down then!"), we usually decide to take the children to a nearby pub, which had a pleasant garden with a climbing frame and swings.

Once the landlord had got over our order—one pint of bitter, a shandy, a pin and tonic, a Guinness, twelve cakes and sixteen lemonades—all was set for a delightful hour. The four adults watched with fascinated interest while group relationships revealed themselves in a freer atmosphere, and while six of the called school, a strange four-year-old their. Michael, nine-year-old Edward's account of the evening took him about ten minutes to write—over if it had not been valuable in its own right.

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How others see us

Jeremy Tunstall reports on American students' misconceptions about the British media

California students are well informed about Mick Jagger and certain British television series, but the American *Movie* magazine fan may still not know what BBC stands for, and will not be able to name a single British newspaper correctly.

These are some findings from a small and highly unscientific survey I recently completed with 27 students at the University of California, San Diego. Most of the students were in their third or fourth year, and thus aged about 20. They almost all came from the middle-class, business and white-collar families, and the students represent the top 10 per cent of the 10s from California's schools.

None has been in Britain for more than a brief visit, but they were all students who had chosen to follow a course in British studies. They are majoring in communication or sociology, or a related discipline.

Almost all could name two British rock groups: the Rolling Stones and the Beatles. A few of the names were given in the wrong order, and some were not. In British television, *Monty Python* was the most popular name, followed by *Musical Theatre*, *Doctor Who*, and *Poldark*. About half could name two British actresses

and two actors. Vanessa Redgrave and Maggie Smith shared the lead here, as did Richard Burton and Laurence Olivier.

After this level of knowledge of British entertainment and drama-TV, there was a sharp falling off. True, nearly all knew BP thought the C was for either of two companies. As to the number of networks, three television channels and seven radio networks were mentioned, but the BBC was thus somewhat imperfect knowledge of the BBC is thus somewhat imperfect.

One hundred knowledge of TV is not complete, even one TV company. Two hundred knowledge of the BBC is not complete, even one TV company. Two hundred knowledge of the BBC is not complete, even one TV company.

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"One evening we went to the pub. We could either have a can of Pepsi or a can of lemonade. I had a can of Pepsi. I sat at a table with Andrew, Peter and Paul. They also had Pepsi. They all blew into the straw. Bubbles flowed over the top and wet the table. I tried blowing, but I had drunk too much of it and the bubbles didn't even reach the top of the bottle.

We all had a good burp.

Then we went on the climbing frame. There were also swings there but whenever I went on them I went too high and after a go on the climbing frame we were all gathered together and told about a cat that was in the garden, and it was very dangerous and we were told NOT to play with it. After that me and Matthew went on an army battle course in case the cat was going to chase us but it never did so we didn't do that any more.

Then we found a little camp in the corner of the garden. Me and Matthew were pretending to go to the toilet. It worked. The girls came round. Luckily I had my swimming trunks on so whenever the girls came round to where I was standing I didn't have to pretend to do up my flies. I really did, and the girls never found out. And after that we went home."

One of the kids said to his mother as he got off the minibus back at school: "I'm going next year, Mum!" He will, and so will I. Teachers might be tempted to feel: get prepared for being on duty twenty-four hours of the day and having crap for the first time. I think I'd like to be a teacher of school to some place where they can learn something about the real world.

One of the kids said to his mother as he got off the minibus back at school: "I'm going next year, Mum!" He will, and so will I. Teachers might be tempted to feel: get prepared for being on duty twenty-four hours of the day and having crap for the first time. I think I'd like to be a teacher of school to some place where they can learn something about the real world.

Fred Sedgwick is head of Sving Gate School, Berkhamsted.

Extra

GEOGRAPHY

School geography has reached maturity writes Patrick Bailey

The appearance of the first TES Geography Extra for a year is a good occasion for announcing that the new school geography has come of age. At least, after more than a decade of hard thinking and experiment, the shape of the new geography in schools is clear, as are the appropriate methods of teaching it. All we have to do now is to make best practice general.

School geography may be judged to have reached maturity for seven reasons. The first three of these have to do with books. First and most important, the theoretical foundations of the subject itself have been distilled out of papers in journals, which teachers cannot easily obtain, into books, which they can. This distillation process began with human and economic aspects of the subject; now, the process is almost complete, with a marked revival of publications in aspects of physical and biogeography.

Second, there is now a new generation of methodological books which deal with most aspects of geographical teaching in schools. Bailey's *Teaching Geography* (1974), Graves's *Geography in Education* (1974) and *Curriculum Planning in Geography* (1977); Hall's *Geography and the Geography Teacher* (1976) and *Geography: Evaluating the Geography Curriculum* (1977). Third, an excellent range of modern geography texts is now available for schools; until recently this was not the case.

Fourth, among these, for the first time, are the *Oxford Geography Project*; Harpell's *Course in Human Geography* and their very recent *Basic Geography*; Blackwell's *Geography and Environment*. For the first time, texts by Guest (1974) *Man and Landscape* (Helmholtz); Tidwell (1976) *Pattern and Process in Human Geography* (UTP); Knowles and Warrall (1976) *Economic and Social Geography* (Allen); Bradford and Kent (1976) *Human Geography: theories and their applications* (OUP); and Nelson (1975) *Process and Pattern in Physical Geography* (UTP) are now available. These are different from anything in the past 10 years. Together, they provide teachers with a resource for teaching and models for their own course planning.

development involving geography lies in the primary and middle schools; the results are unfortunately but predictable.

Fifth among the indicators of the maturity of school geography has been the appearance and subsequent prosperity of a professional journal for teachers *Teaching Geography*. This was launched in 1975 by the Geographical Association (address: 343 Rutland Road, Sheffield, S10 3BP) in response to criticisms that the association was losing touch with teachers. To judge from the large number of teachers who have so far written articles for the journal, this trend has now been reversed.

Teaching Geography carries articles by teachers dealing with examples of good practice in all kinds of schools and all aspects of the subject; discusses syllabus reconstruction, examination and assessment techniques and fieldwork for teachers, helped by the British Geomorphological Research Group and Urban and Historical Study Groups within the Institute of British Geographers; and draws attention to wider educational issues as these affect the teaching of geography.

The sixth indicator is the modernization, at last, of the public Examination Boards. All of these have now "gone modern"; or, at least, they have begun to. Until this happened, the subject could not confidently be regarded as reformed, because examinations exert such a powerful effect upon school courses and teaching methods. The final indicator is more subjective, but it is very significant. It is the feeling abroad in the schools that geographers now know where they are going, are confident in their new courses and are certain of their subject's educational value and curricular force. Increasingly they teach from their own understanding rather than from books, producing ideas and materials of their own. This is the final evidence that the "new" school geography has come of age, that indeed it is the only geography.

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Patrick Bailey is Senior Lecturer in Education at Leicester University and Editor of *Teaching Geography*.

FOLLOW THE MAP

By Andrew Tatham

The DES report *Primary Education in England* (HMSO, 1978) stated that "there were substantial numbers of classes where no use was made of atlases, maps or globes". It was perhaps with something of a missionary zeal that the organizers of the Geographical Association's annual conference brought together three speakers to talk specifically about map use. The three complemented each other well, and the combined presentation was most successful.

In many respects it was Mr Catling's paper which was the most challenging—and not least in his immediate attack on both present practices, as suggested by the quotation above, and present theory which he summarized as being one of two possible approaches: "On the one hand, map learning is unnecessary; children understand them anyway. On the other, they will not appreciate maps until they are taught them, so maps will only be used when they cannot be avoided." Fortunately Mr Catling took up this implied challenge and demonstrated in his paper that the view need not be as gloomy and negative as this.

Both cognitive mapping ability, the capacity of the child to understand the spatial structure in which he is, and map reading ability, the capacity of the child to understand maps, have been shown to develop with age. Thus, as young as 18 months, children possess cognitive maps which are used to solve immediate problems—such as fetching a toy from another room.

By the age of five or six children can use simple large-scale maps, or vertical air photographs of familiar places as two-dimensional representations of their three-dimensional world. On the other hand, while they are generally unable to draw maps of specific areas before seven, even these maps are likely to be deficient.

The mode of teaching map also affects the child's apparent ability, particularly as at about seven years of age, children stop being "infants" and become "juniors". Much of the research points to the suggestion that at any age children learn better using maps than drawing them; using maps demand practical rather than theoretical teaching—and while rushing about doing scaling exercises in the playground may be all right for "infants", "juniors" really ought to be getting down to some "work".

If Mr Catling's case that better teaching would improve the map ability of the eight to 11 or 13 age group, then Dr Sandford's case is that better maps would improve the map ability of the secondary school pupil. His paper, entitled "Things maps don't tell us", looked at the two aspects of map portrayal (portrayal of landform and portrayal of landcover) or two quite contrasted types of maps—Ordnance Survey 1:25,000 maps and "general" atlas maps.

continued overleaf

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This book, designed for sixth-form pupils, deals with the techniques required in the analysis of geographical data and problems. It covers the statistical material demanded by the present 'A' level geography syllabuses, and is fully illustrated with figures, tables and exercises throughout.

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Vincent Tidswell

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UTP

APOLOGY

Nelson will apologise for an error in the advertisement for the French Tests which appeared in TES of 16/11/79. The advertisement incorrectly stated that a certificate would be sent to the University of York. Nelson apologises for any inconvenience or embarrassment caused. Full details of the French Tests are available from the University of York.

MUMBLES, SWANSEA

West Glamorgan Council are seeking a person to study the effects of the M4 on the Swansea Bay area. The study will be carried out in the Swansea Bay area. The study will be carried out in the Swansea Bay area. The study will be carried out in the Swansea Bay area.

DEUS EX MACHINA

Dick Jennings and Norman Smart on using the computer in geography

The rapid pace of technical development of both computer hardware and software brings the day of each school having its own micro-processor and effective memory store very close. The next 10 years will transform the school computer scene from innovation, to one of a commonplace teaching aid. Therefore now is the time to produce the program with full, but straightforward, accompanying notes for virtually the whole range of secondary subjects, and not least geography.

In our earliest work we believed that, to use the computer effectively, the teacher and student or pupil would have to master the technical skills and arts of programming. Experience has shown us that is completely false and holding us to such a belief is a major barrier to extending computer use. Our attack on this problem has been through the 'package program'.

That is an existing program which the user calls up to carry out some clearly specified task of sorting, selecting or analysing data. Put boldly, it sounds very simple, but to make it a success a great deal of work has to go into producing a thoroughly robust set of programs which can be accessed through following simple, clearly set out instructions. To use the jargon, as much as possible is made 'transparent' to the user. In other words, the users can be totally unaware of what goes on between entering the data and receiving a clearly printed answer in a familiar format.

Our work has concentrated a great deal of attention on the problem of relevance and we have been able to take advantage of the existence of a single examination board issuing syllabuses followed by virtually all secondary schools has given us an advantage not enjoyed in England and Wales.

The notes accompanying each program specify down to page and number its relevance to the appropriate geography syllabus. Given in the notes are worked examples and suggested teaching sequences which are tightly linked to the syllabus.

Most of the programs in our first project deal with analytical techniques, some of which were new to school geography with the introduction of the Alternative syllabuses; therefore, our additional notes to give the geographical background to these concepts and techniques. It is only after working through the geographical material, that the geographer arrives at what we call the user guide.

This guide sets out, step by step, with a worked example at every stage, exactly what has to be done to enter up data and access the program. A completed sample coding form, as the accessing form is called, is shown as the print out from the computer. This run by just copy and paste, worked example we give to prove to ourselves that it really does work and that there really are regional computers for exclusive school use.

The critically important point is that we are offering help with work that is being done anyway, we are not trying to sell a new product called 'computer-geography'.

There is no doubt that this is sufficient to gain the support of an enthusiastic minority of geography teachers who would see it as an exciting, new and having considerable motivational possibilities for many of their pupils. It, however, we are making a real acceptance in depth, then we must go further. It needs to be shown that by using the computer in the way suggested, there are substantial advantages to be gained, not matter what one's teaching style or method for the latest techniques.

It was problems arising from the 'new geography' that was one of our original springboards. Even the teachers who were favourably disposed to 'quantitative geography' found that precious geography time was eaten away by pupils adding in formulae, and substituting statistical test, because the statistical time did not permit the geographical interpretation of the statistical

answer obtained. The search for greater precision and a more scientific approach looked as though it would founder on a computational reef.

It is against the background of wanting to use adequate data and effective analytical techniques, and yet being frustrated by the technical inadequacies of pencils, papers and even calculators, that the computer might be seen as the *deus ex machina*. The solution at the opportune time produced by technical means.

Our first research and development project provides, through the package computer programme and its accompanying instructions and guides, the means for both teachers and pupils to use analytical techniques, effectively and easily on data which they provide themselves. A quantitative impasse can therefore be broken.

The second research and development project running from 1977 to 1981 is attacking the problem of providing the geography teacher with data banks on a scale hitherto undreamt of in schools. We are increasing the sophistication from the analytical programs to the means of the local computer service or, with a micro processor and ancillary equipment of sufficient power in the school, ask for a selection of data, which he specifies.

At the same time, optionally, he can ask for an appropriate analysis to be applied to the data. He will receive back a print out of the data requested plus its analysis. The analysis is optional and there is nothing to stop a teacher asking for a particular set of data e.g., all towns over 20,000 population in the United Kingdom receiving it and writing it up on the blackboard for the class to learn. The data files do not pre-empt the teacher's pedagogic methods, they just store and make easily accessible large quantities of useful information. How and what information is incorporated into the teaching is entirely the teacher's decision.

In working on the data files we have again concentrated on immediate classroom relevance. Therefore, we have taken the specified countries and regions of the syllabus as our starting point and we intend to have comprehensive files available on all these within the next two years. To take just one example, the Scottish data file will be based on the 891 parishes of the country and for each parish there will be approximately 120 items of data giving a file of over 100,000 items in total. The computer programme will be capable of extracting any number of these 100,000 items in any combination the user requires.

The team is developing these files for geography but the potential for other subjects to have their own file systems is quite clear. The need to develop relevant geographical software in a systematic fashion and see it effectively used exists here and now, if we are to take full advantage of the opening of the micro-chip flood gates.

In Aberdeen we have a team of four working directly on the material, advised by a widely representative steering committee and guided by the market place. It is that it is only through a team of organisation that the software for the schools can be produced in the quality and quantity required. Hardware alone is not enough.

This work is financed through the Scottish Education Department to whom grateful acknowledgement is made. 'Settlement Unit', J. R. G. Jennings and N. M. Smart, Aberdeen College of Education and Scottish National Curriculum Development, National Curriculum Development Centre, Jordanhill College of Education, Glasgow.

Dick Jennings is head of geography at Aberdeen College of Education. Norman Smart is head of computer studies at Aberdeen College of Education.

NEW ATLASES

Reviewed by P. F. Dale

The New Penguin World Atlas Edited by Peter Hall £4.95 and £2.50
Phillips' Certificate Atlas for Secondary Schools £2.55, 540 03548 1
The International Geographic Encyclopedia and Atlas Macmillan £15.00, 333 27498 1

It is not only cosmologists who argue against the steady state theory; there seems to be no eternal expansion other than contraction sideways alternative to forward backwards. This thought brought to mind when examining two new atlases, one from Philip and Son, the other from Philip's Certificate Atlas, which clearly rooted in the past, but less belongs to the 1980s and is a built step forward. The New Penguin World Atlas on the other hand has taken a step backwards from its predecessor and returned to a more traditional form and style of atlas publication.

Phillips' Certificate Atlas, which clearly rooted in the past, but less belongs to the 1980s and is a built step forward. The New Penguin World Atlas on the other hand has taken a step backwards from its predecessor and returned to a more traditional form and style of atlas publication.

Its roots lie in the Penguin World Atlas published in 1974 with its detailed information on the scene of the physical and the human environment and with copious information on land use and a detailed analysis of 38 urban areas. All this has been purged and what is left, apart from the introductory pages, contains a series of generalised themes of information. It is a series of graphic maps in larger format in a number of cases at larger than those of its predecessor. A return to first principles: be no bad thing and certainly a clarity and simplicity. Apart from the deciphering of place names, subject to some difficulty, the map is well designed and executed. With around 20,000 places listed in the gazetteer and a price of £2.55, the New Penguin World Atlas should appeal to the average reader who has a general geographic interest or who uses an atlas for such activities as planning travel or solving crosswords.

The Phillips' Certificate Atlas, however, is a more traditional, designed for secondary schools and anticipating the phasing out of CCE and CSE examinations in favour of the so-called 16 plus examination, it is as the publishers claim 'a stimulus for integration of topographic and statistical maps, statistical maps, graphs, cross-sections, and photographs'. Phillips do not see this latest edition to their range as superseding any of their current school atlases. Although it shares a number of things with for example the Modern School Economic Atlas, there is a different selection of topics and areas of special interest, and more particularly on Great Britain. A wide range of techniques adopted in the display of statistical information and the distribution of thematic data. Visually the atlas is exciting and should appeal to the young eye and to the old. It is well designed and well thought out at £2.55 is excellent value for money and for anyone with an interest in geographical information.

The International Geographic Encyclopedia and Atlas is completely different. The dictionary claims that 'here, for the first time, is a handy-to-use, one-volume encyclopedia of geographic places and events with the latest information about everywhere in the world from Aachen, West Germany, to Zyrardow, Poland'.

It is a wild claim, in spite of some 25,000 entries which are geographical terms are explained in a way which is in vain for such words as alluvium, basin, or corrie. The details almost all relate to the matters as size, population, and history with a strong bias towards the United States. New York gets more column inches than Great Britain. Alabama than England while Cambridge, Massachusetts is on a par with Cambridge, England.

Estimates of population, apart from many of the entries, are more than could be deduced from information on standard atlases and are, unfortunately, the legibility of the 64 pages of maps at the end of the encyclopedia leaves much to be desired for the names of the places and features. Although the 'Index' behind the publication is essentially sound, the manner of its execution is disappointing.

Classified Advertisements

Index to Appointments, Vacancies, Wanted and other classifications

Appointments

Headships Senior

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Details on request from Director of Education (S.A.E.). Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 17th December.

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated, application forms and details (footscap) from the Heads at the schools.

STAP forms accepted from students for final appointments only. Please quote reference 7/12 on correspondence.

Secondary

PRESTON SCHOOL, YEovil

(11-16 mixed comprehensive, 1,100)
(i) Applications are invited from highly qualified and experienced teachers for the post of Deputy Head of this Group 10 school. Duties to commence September, 1980.
(ii) The successful candidate will be responsible for the supervision of girls' welfare and discipline.
Closing date 7th January, 1980.

HOLYWOOD SCHOOL, CHARD

(11-16 mixed comprehensive, 1,250)
For September, 1980, Head of Careers, Scale 3, to take charge of all aspects of Careers Education in the school, including Careers Education Programme and liaison with the County Careers Service and outside bodies. Well-established department. Ability to lead teams of other staff and of future. Closing date 21st December, 1979.

THE WEST SOMERSET SCHOOL, MINEHEAD

(13-18 mixed comprehensive, 1,100)
The school's catchment area includes Exmoor, the Brendon and Quantock Hills as well as the coastal villages.
For January, 1980, qualified teacher of Mathematics, Scale 1, to teach across the ability range of the school, including some OSE and 10 level. S.W. addresses are followed. Temporary appointment until 31st June, 1980.

Applications by letter, as soon as possible, to the Head at the school, with curriculum vitae and names of two referees.

Middle

OKFIELD SCHOOL, FROME

(8-19 mixed middle, 890)
For April, 1980, Head of Year Two (10-11 age range). Primary Deputy Headships.

MILVERTON COUNTY PRIMARY, MILVERTON

For April, 1980, Deputy Head for this Group 3 school. Music specialist.
Closing date 4th January, 1980.

DOULTING V.C. PRIMARY, nr. SHERTON MALLET

For April, 1980, Deputy Head for this Group 2 school. Music specialist.
Closing date 17th December, 1979.

Re-advertisement: previous applications will be reconsidered.

Closing date 17th December, 1979.

Primary

LYNDFORD PARK COUNTY PRIMARY, TAUNTON

(391)
For January, 1980, teacher, Scale 1, for infants or lower juniors. Temporary post for two terms.

Applications by letter, as soon as possible, to the Head at the school, with curriculum vitae and names of two referees.

Special Schools

ORITCHILL SCHOOL, FROME

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Closing date 17th December, 1979.

SECONDARY

Deputy Headships continued

KENT

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TUNNETT DIVISION

DEPUTY HEAD, Group 11

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To assist the Principal reorganise two existing schools. Departmental and/or senior pastoral experience in a comprehensive school essential for the development of an amalgamated pastoral-academic approach. Successful background of innovation, in-service education and/or multi-ethnic education expected from applicants of proven experience.

Details on request from Director of Education (S.A.E.). Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 17th December.

KNOWLEY

(Metropolitan Borough of)

COMPREHENSIVE SCHOOL

Provision for 1,100 boys and girls, 11-16.

For May, 1980, Deputy Head of this Group 10 school. Duties to commence September, 1980.

The successful candidate will be responsible for the supervision of girls' welfare and discipline.

Closing date 7th January, 1980.

Applications by letter, as soon as possible, to the Head at the school, with curriculum vitae and names of two referees.

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The school's catchment area includes Exmoor, the Brendon and Quantock Hills as well as the coastal villages.

For January, 1980, qualified teacher of Mathematics, Scale 1, to teach across the ability range of the school, including some OSE and 10 level. S.W. addresses are followed. Temporary appointment until 31st June, 1980.

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NOTTINGHAM

Metropolitan Borough of

DEPARTMENT OF EDUCATION

BRIDLEY NEW COMPREHENSIVE SCHOOL

11-16 mixed, approximately 1,100 pupils.

Required for Easter, 1980

Head of Year 10

Head of Year 11

Head of Year 12

Head of Year 13

Head of Year 14

Head of Year 15

Head of Year 16

Head of Year 17

Head of Year 18

Head of Year 19

Head of Year 20

Head of Year 21

Head of Year 22

Head of Year 23

Head of Year 24

Head of Year 25

Head of Year 26

Head of Year 27

Head of Year 28

Head of Year 29

Head of Year 30

Head of Year 31

Head of Year 32

Head of Year 33

Head of Year 34

Head of Year 35

Head of Year 36

Head of Year 37

Head of Year 38

Head of Year 39

Head of Year 40

Head of Year 41

Head of Year 42

Head of Year 43

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Head of Year 71

Head of Year 72

Head of Year 73

Head of Year 74

Head of Year 75

Head of Year 76

Head of Year 77

Head of Year 78

Head of Year 79

Head of Year 80